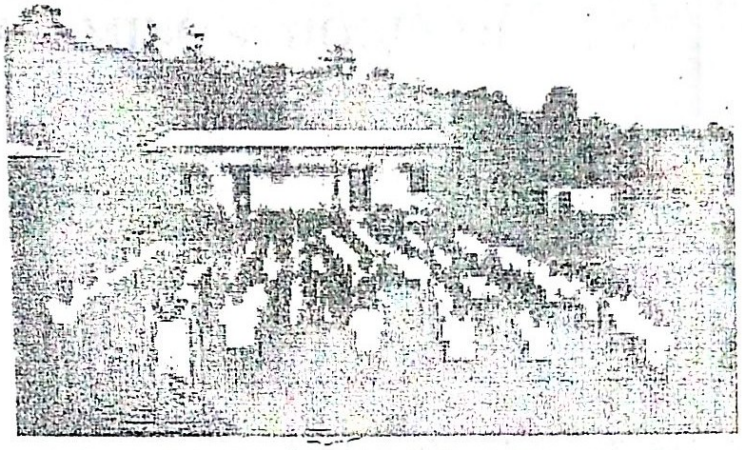
A DIAGNOSTIC STUDY ON THE LOW PERFORMING SCHOOLS OF SSD DEPARTMENT



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SCs AND STs RESEARCH AND TRAINING INSTITUTE
(SCSTRTI), BHUBANESWAR

ST AND SC DEVELOPMENT DEPARTMENT,
GOVERNMENT OF ORISSA

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A DIAGNOSTIC STUDY ON THE LOW PERFORMING SCHOOLS OF SSD DEPARTMENT

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2009

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We expect that this study would be of immense help for the administrators and key field officials at Govt. level for bringing change in the educational systems for interest of the Tribal children.

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EXECUTIVE SUMMARY

By end of educational year, 2009, as many as 306 High Schools including 8 Secondary Schools are functioning under the administrative control of ST & SC Development Department, Govt. of Orissa to cater the educational promotion of the weaker section children, especially belonging to Scheduled Tribes and Scheduled Castes. Majority of these schools are residential in nature. Some of these Schools in tribal areas have shown good results in HSC Examinations and some other Schools poor results. Thus this empirical study titled "A diagnostic study on the low performing schools of SSD Department" was conducted during the year 2009-10 in some of these schools with the broad objectives to identify factors responsible for such low performance and to come up with suggested strategy for improvement of results.

The report includes the research findings on four aspects, like (i) to identify the factors for low/inconsistence performance of SSD Department schools, (ii) to assess the problems of school teachers as well as their contribution towards students' achievement, (iii) to assess the home background factors of student as well as role of the VEC on students achievement and (iv) to examine impact of inadequacy of infrastructure in school, provision of incentives and such other factors on the performance of the student and to suggest remedial measures. It is based on data collected from different schools, functionaries and stakeholders by using different interview schedules, besides obtaining information from secondary source. The study sample covers 10 SSD Department schools situated in 5 backward districts namely Koraput, Rayagada, Nawarangpur, Malkangiri, and Gajapati and marked with low performance and abnormally fluctuating results (less than 30%) in the annual HSC examinations during the years, 2003-04 to 2007-08.

Education which is the basic input for socio economic development of an individual as well as of the nation was far from satisfactory at the time of Independence. As per Education Development Index developed by NUEPA, Orissa occupies 28th position among the States and Union Territories of the Country, which characterizes it as an educationally backward State. Aftermath of independence, the Government of Orissa started a number of formal schools for the tribal children with provision of several facilities like free boarding, lodging, books, dress, pocket money etc, for these tribal children.

The study districts account for 11.03 per cent population over 19.79 per cent geographical area of the State. Tribal communities in the study area constitute 53.72 per cent of the total population of those districts and 26.20 per cent of the State. As per an estimate, 74.56 per cent people in those sample districts are below poverty line (BPL). The literacy rate at 35.52 per cent is much lower than the State average of 63.08 per cent. The female literacy rate, 23.76 per cent, also compares un-favourably with the State average of 50.51 per cent.

Other socio-economic indicators including population composition and density, net area irrigated, hospital beds, and connectivity of villages to growth centers and

service centers are also far from satisfactory. According to the report of the Committee under Planning and Coordination Department, Orissa, basing on eleven criteria, 94 per cent of CD Blocks in these districts are either "very backward" or "backward". To be specific, out of 47 TSP Blocks of the study districts, 29 TSP Blocks are regarded as "very backward" and 17 are considered as "backward".

There are 62 tribes in Orissa with a population of 81, 45,081(2001 census), which constitutes 22.13 per cent of the total population of the State. The tribal constitute 50.78 per cent in Gajapati District, 55.76 per cent in Rayagada, 49.62 per cent in Koraput, 57.43 per cent in Malkangiri and 55.03 per cent in Nabarangpur District of Orissa showing tribal predominance in the study districts. The literacy rate of the Scheduled Tribe population in the State is 37.37 per cent of which 51.48 per cent are male and 23.37 per cent are female. The lowest rate of S.T. female literacy rate in Orissa is in Malkangiri (7.5 %) district followed by Koraput (8.38%), Rayagada (10.07%), Nabarangpur (11.12 %)) and Gajapati (14.83%) district.

The undivided district of Koraput has since 1992-93 been divided into four districts: Koraput, Malkangiri, Nawarangpur and Rayagada. The district of Ganjam has also been divided into two districts such as Ganjam and Gajapati. Our study area covers all the four districts of undivided Koraput as well as Gajapati district. These five districts comprise of 07 Sub-divisions, 21 Tahasils, 49 CD Blocks, 53 Police Stations, 803 Gram Panchayats and 8069 villages. There are 5957(12.31%) Primary Schools, 763 (3.98%) U.P Schools, 374 (5.03%) High Schools, and 58 (3%). Colleges existing within the study districts. In all the study districts, the existing numbers of high schools are less than their number of GPs. It is found that the existing educational institutions are not adequate enough to serve all the population for their access to the educational facilities. The health institutions present in the area are not sufficient for the people. In study blocks, the Anganwadi centers, PDS are much less than the number of villages.

Total 1596 educational institutions of the SSD department are functioning in 28 districts (Except Jagatsingpur and Kendrapara) of the State to provide educational facilities to ST/SC children. There are 298 High Schools of the SSD Department out of which, 143 are Girls High Schools. Besides, 8 Higher Secondary Schools (Science and Commerce) have been established in different districts to provide Higher Education to the Tribal students. During the year 2006-07, 36 Kanyashrams functioning under this Department have been upgraded to Girls High Schools. Besides 1596 number of schools, the ST & SC Development Department has also established a number of hostels, some of which are attached to Schools and Mass Education Department Schools to provide the residential facilitate to ST&SC children. There are total 3197 hostels (1548 numbers of Primary School Hostels in different Blocks of ITDAs, 646 Primary School Hostels for ST Girls and Boys in KBK districts and 1003 ST Girls Hostels) in the State for promotion of education among ST students. The SSD Department has opened 52 numbers of Girls High Schools from Class VI to Class X in the tribal blocks of the State during 2008-09 where there was no girls' high school. Each school has strength of 250 girls' students. From among the 52 newly established GHS, 21 numbers of GHS have been established in five study districts. In order to impart higher education to the children of PTGs and to

(ii) Problems and contribution of school teachers towards students' achievement:

Unwanted posting and arbitrary transfer, lack of cordial relationship with parents, burden of non-teaching activities, non completion of course due to late supply of books, strenuous teaching for long hours due to shortage of staff, inadequacy of accommodation are some of the major problems faced by the teachers in tribal areas.

It is found that, 53 per cent of the teachers teaching in the sample schools have not undergone any in-service training though they have completed more than ten years of teaching in the SSD Department schools.

Out of 62 High School teachers interviewed, 60 (97%) teachers have given importance to writing exercise and writing on black board and only 42 per cent have imparted rote learning, 37(60%) have given punishment to students for not doing home work/committing indiscipline and 5 (8%) teachers in each case gave punishment to the students for irregular attendance and not obeying the orders of the teachers.

(iii) Home background factors of student as well as role of the VEC on students achievement and

Student absenteeism for a long period is observed for attending their local festivals. As the school is situated in interior pockets, it is observed that the students at higher level even also not able to understand Oriya, English Science and Mathematics properly due to their low standard at primary level. Supervising Officers are not supervising the schools regularly. Besides, students are also suffering from the Malaria time and again and go back to their home for a long period for recovery.

It is found that out of 90 students, 52 (58%) students were unsuccessful students. Among the unsuccessful students, 77per cent were from very poor category showing a positive correlation between low-income groups of parents with low performance of students and the rest failed students (33%) were from cultivators' and wage earners' family.

Most of the Parents/Guardians are rarely involved in the school activities. They are neither reported nor informed by the teachers regarding the performances and other activities of their children, especially those who are residing in the hostel. In many cases parents-teacher relationship is not cordial. In some schools, especially schools located in PTG areas where most of the students belong to PTG groups, this relationship is very strained.

It is found that 73 per cent parents are satisfied with the facilities provided at school to their children where as 27 per cent parents are dissatisfied with the provision of facilities which are not provided in due time and there is negligence in health care of their wards. Majority of the students opined that the quantity and quality of food were sufficient and good, 74 per cent stated that they were provided with tiffin and 85 per cent stated that they were provided with non-veg item once in a week.

reduce drop out rate, 19 Educational Complexes have been opened in 2008-09 in Micro Project areas. Out of those 19 Educational Complexes, 8 numbers are located in Rayagada, Gajapati, and Malkangiri districts.

It reveals that in these schools the students attendance has increased and drop out rate has decreased from 9.30 per cent to 4.48 per cent, the number of examinees in the final HSC examinations has increased by two times (from 127 in 2004 to 215 in 2009) but their performances show a squat and variable trend in between 33 per cent and 56 per cent pass over a period of last 5 years (2004-2009). Only 3 schools out of 10 schools considered as low performing are credited with 60 per cent and above pass in the HSC examinations during 2008-09. On the other hand a comparison of results of the Schools of ST&SC Development Department and Education Department from 2004-05 to 2008-09, the former shows better results than the later.

i) Factors responsible for low/inconsistence performance of SSD Department schools:

The teacher–pupil ratio is found very high in Govt. High Schools where the ratio varies between 1:50 and 1:80. It is found that the posts of teachers in different streams are found vacant in all of the 10 study schools. Even some sample schools are not provided with adequate number of teachers. Besides, in 4 sample schools, 40 per cent the post of science and mathematics teacher are remained vacant.

Absence of qualified teacher to teach at the secondary level puts on extra work load on the subject teacher requiring him/her to teach lessons in about six to seven periods in a day, thus leaving no opportunity for him/her to take extra coaching class for the Class IX and X students.

It is observed that none of the school does have a clerk in their establishment except that of the Mudulipada Girls High School of Malkangiri district. Due to non-posting of the clerk, a competent teacher generally performs the work of the assistant or clerk in the high school, which consumes most of his working hours like maintenance of several registers and records, cashbook, accounts, routine matters of dealing with letters, sending reports to various quarters Further, the number of non-teaching staff are also found meager in each school.

It is also found that in five sample girls' high schools, the number of male teachers posted is more in comparison to female teachers except one Girls High School which is located nearer the district HQr and adjacent to the main highway.. It is also observed that teachers having HSC qualification are also taking higher classes where the vacancy of teachers exists for a longer period. This may be one of the reasons for low performance in High School Examinations.

In 40 per cent schools, school atmosphere are not conducive for the study. Boys' and girls' hostel are located in one boundary and close to each other which disturbs the study atmosphere.

fore, the female teachers are not showing interest to stay within the school premises. It is found in one Girls' High School that the male teachers are staying in the Girls' hostel due to shortage of staff quarter.

Teachers having HSC qualification are teaching in higher classes where the vacancy of teachers exists for a longer period. Out of 10 sample schools, in 4 sample schools the post of science teachers was vacant and in all sample schools, 23% teachers post was vacant during the study. The strength of male teachers is more in number than that of their counterpart female teachers posted in 5 GHS located in interior pockets out of 10 sample schools. Currently, many primary schools are being upgraded to secondary school status, without provision of sufficient teachers, rooms and other pedagogical requirements, which severely compromises on the quality of such secondary education. Revised stipend rate of the Govt. during 2008, still does not solve the food problem of boarders where the rate of meal per students comes to around Rs 5/- per day.

From the study it is found that 60 per cent of schools did not have a bench and desk for the students of class IX, 40 per cent of schools did not have a bench and desk for even students of class X to sit,70 per cent schools did not have toilet for boys hostellers and 30% schools did not have toilet for girls hostellers,50% schools had no store room and common room, cent percent schools under sample study had no library and science laboratory, 60 per cent schools have no/insufficient drinking water, 50 per cent schools have inadequate supply of electricity, 40 per cent have no sufficient toilet facility at school, 23 per cent teaching and 34 per cent non- teaching staff posts are remained vacant and 26 per cent staff quarters are further required in sample schools to provide accommodation to the teaching staff.

The students at higher classes i.e. class IX and class X is taking meals twice a day, which is not sufficient for them. In some schools, the Head-Master on their own manage to cover the students of higher classes with MDM where as in some other schools neither they are adjusted with MDM nor they are provided with extra meal/Tiffin during the recess break at the noon hours and even during late afternoon when all the classes are over. They have to wait for dinner at 9'o clock at night. With empty tummy for longer hours, they may not be able to concentrate on the study.

The remedial measures suggested for the study are; immediate filling up of vacancies of teachers at schools and provision of basic infrastructure facilities to each school, timely disbursement of stipend money, handing over mess management to SHGs or to any private party, review of examination results of schools every year, taking up some remedial measures, like special coaching, involvement of subject experts for performance development, in-service training to teachers, solution of teachers' genuine claim and reward to dedicated teachers and studious students.

Use of Information and Communication Technology should be made more accessible to teachers and students so that each and every student should know its minimal operation. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology.

Majority (72%) of the students interviewed stated that adequate teaching staff followed by lack of facilities at school (48%) and frequent changing of teachers (27%) were responsible for poor result in the final High School examinations. Only 8 (9%) opined that their health problem caused their poor result at high school examinations.

As any as 84 (90%) students opined that they remained absent from school to attend fairs and festivals in the village whereas 39 per cent stated their absenteeism for sickness of their family members, 19 per cent to help their parents in agricultural work and only 17 per cent just to leisurely spend the time.

Both parents and students' suggested that for improvement of performance of the children extra coaching classes, timely supply of reading and writing materials, posting of adequate numbers of teachers, availability of sufficient classrooms/hostel rooms for proper accommodation of students and headmasters and other teachers should be ensured and the teachers should remain alert to look after their students properly.

Ineffective "Parents-Teachers' Association" and non-formation of VECs at 2 out of 5 sample GHSs and poor functioning of VECs explain the parents ignorance and uncaring attitude for ensuring students attendance and study and promotion of their education. Schools located in PTG areas, especially in the "Bonda" inhabited area, the villagers show hostile attitude towards teachers and found non-cooperative and create disturbances in proper management of the school.

Govt. Officials/PRIs/Head Masters of sample schools were interviewed to collect their opinion for the causes of low performance of the school as well as of students. It was found that 34.44 per cent opined that the reason behind low performance was due to inadequate teaching staff whereas 21 per cent opined for untimely supply of reading and writing materials, 3 per cent each for teachers' involvement in other activities and no detention policy of SSA, 35 per cent opined for improper supervision of higher officials, 41 per cent due to lack of infrastructure, 21 per cent due to low standard of students, 38 per cent due to lack of coaching, 18 per cent due to mismanagement in administration, 12 per cent due to home sickness, 9 per cent due to village festival, 6 per cent due to economic problem, 21 per cent due to language problem, 35 per cent due to diseases and only 9 per cent opined, it was due to the early marriage of students.

(iv) Impact of inadequacy of infrastructure at schools, provision of incentives and such other factors on the performance of the student.

Text Books are not supplied to the schools at the beginning of the academic session either by the Tribal Welfare Department or by the Text Book Press. This irregularity in the supply of books creates problems both for the teachers and students and also one of the reasons of low performance of the students. Further, stipends are not given in due time which creates a lot of problem to manage the mess and to supply the uniform to the boarders which are usually met out of the stipend money.

Quarters allotted to the teaching staff within the school premises are not supplied with sufficient water and electricity. The toilets and bathrooms are also defunct. There

Proficiency in English is widely perceived as an important avenue for employment and upward mobility. Thus spoken English class may be introduced at high school level so that they will not scare for outside exposure when they go for higher education.

If the comprehension power as well as interest of the students can be created and developed through constant and regular coaching and watching by teachers and students should get enough scope to expresses all of their problems before teachers, it will solve the problem of low performance, though not cent percent, but to a major extent.

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ACRONYMS USED IN THE TEXT

ADAPT: Area Development Approach for Poverty Termination
ADM: Additional District Magistrate
ASER: Annual Status of Education Report
A.P : Andhra Pradesh
B.A: Bachelor in Arts
B.C: Before Christ
BDO, : Block Development Officer
B.Ed: Bachelor in Education
BPL: Below Poverty line
BRGF:Backward Region Gratuitous Fund
B.Sc: Bachelor in Science
CAPART: Council for Advancement of People Action & Rural Technology
CD:Compact Disc
C D: Community Development
C.H.C: Community Health Centre
C.I: Circle Inspector
C.T: Certificate of Training
CBO: Community based Organization
D.D.O: Drawing and Disbursing Officer
DI: District Inspector
DISE: District Information system on Education
DKDA: Dongaria Kondh Development Agency
DPEP: District Primary Education Programme
D.S Handbook: District Statistical Hand book
DWO,: District Welfare Officer
DVD: Digital Video Disc
EMRS:Eklabya Model Residential School
GHS: Girls High School
G.P: Gram Panchayat
HM: Head Master
HQr. : Headquarters
HS: High School
HSC examination: High School Certificate Examination
I.C.D.S: Integrated Child Development Scheme
ITDA: Itegrated Tribal Development Agency.
KBK Koraput, Bolangir, and Kalahandi
K.Ms : Kilometers
KV line : Kilo volt line,
LLB: Bachelor in Law
LTAP:Long Term Action Plan
MDM: Mid- Day Meal
M.Ed: Master in Education
MFP: Minor Forest Produce
M.H.U: Mobile Health Unit

Middle English
M.P ; Madhya Pradesh M.E:
NA: Not Available
NGO: Non Government Organization
N.H: National Highway
NSS: National Sample survey
NT: National Text
NUEPA: National University of Educational Planning and Administration
OAS: Orissa Administrative Service
OBC: Other Backward Class
OMTES: Orissa Model Tribal Education Society
O.W.S. Orissa Welfare Service
PA,: Project Administrator
PDS: Public Distribution System
P.H.C: Primary Health Centre
P.G: Post Graduate
PTA: Parents Teachers Association
PTG: Primitive Tribal Groups
PVTG: Particularly Vulnerable Tribal Groups
RCC: Reinforced Corrugated Concrete
RLTAP: Revised Long Term Action Plan
SCA: Special Central Assistance
SCSTRTI.: Sch.Caste & Sch. Tribe Research and Training Institute.
SHGs : Self Help Groups
SI: School Inspector
S & M E Department :School and Mass Education Department
SSA: Sarva Sikshya Abhiyan
SSD Department: Scheduled Tribes and Scheduled Castes Development Department
SSI: Small-Scale Industries
ST & SC: Scheduled Castes and Scheduled Tribes
TSP: Tribal Sub Plan
UT: Union Territory
VEC : Village Education Committee
WEO,: Welfare Extension Officer

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CHAPTER - I

Introduction

1.1 Context:

True empowerment of a social group is possible when it has access to quality education. Education gives our society strength, a certain resistance to exploitation. There are certain sections of our society where education has not reached in the manner we would perhaps, like it to have reached. They are the Scheduled Tribes, Scheduled Castes, and other weaker sections of the society and women groups of all sections. Learning is impossible for the tribals in a regime of poverty. ST families living below the poverty line are forced to consider children as labour force at an early age. The present educational system could not provide alternatives to compensate the economic loss of the tribal parents and that support their preference of earning food to earning wisdom. Needless to say that, 'what we call to the harshness of child labour' is the culturally accepted traditional labour management in tribal society, where their children are stakeholders. Back from the use of child labour, due to educational development interventions, most of the children are forced to feel the 'harshness' of learning even as there is no means to fight the beast of hunger.

A vast majority of our schools lack the basic infrastructure, like classrooms, roof and blackboards. Many of them lack quality teachers too. Take for example, the various odds of extending educational facilities arising out of shortage of funds, teachers, infrastructure and so on, which can easily be made good by innovative means, the tribal still look forward to that golden era in which there will be no need to provide space to put "left hand thumb impression" in the application forms and receipt vouchers, etc. An official estimate of Sarva Sikshya Abhijan (SSA) informed that there are 1,86,000 children, who are at present out of-school in Orissa. It is assumed that the majority of out of-school children are from tribal and migrant communities.

Free and compulsory education for all children until they complete the age of 14 years was one of the Directive Principles of State Policy intended to be implemented within 10 years of the commencement of the Indian Constitution. Not being justiciable, this directive failed to push the Indian state, especially the tribal India, into any kind of concrete action. Till today, most of the remote parts of tribal India have little or no formal education.

Education is the basic input for socio economic development of an individual and a key factor for determining the national progress. Education has assumed as a significant part of the very foundation of modern society, an avenue of social mobility, political consciousness and equality of opportunities to all citizens. The most fundamental and general aim of school education is not only to bring changes in behaviour but also to assist children in making better life adjustments. Education cannot be taken as a means to a mere material or economic gain; it also covers the broader aspect of culture of our society, which truly constitutes development. Thus Prime Minister Manmohan Singh rightly said, "I want every Indian child to be touched by the light of education. I want every Indian to dream of a better future and live that dream."

Every developing society has built-in inequalities. These can only be removed by education. The education policy must give a new momentum to our society, enable it to shed superstition, instill a spirit of freedom and independence, spread a national attitude of integration, of tolerance and defend us against violence. Further, employment opportunities for teachers, opening of teacher training schools, printing and publishing textbooks, and growth of allied industries will see an upward trend. Most importantly to combat the problem of tribal education, besides adopting the method of learning by doing rather than by rote, there is a need for growing accountability, integrity and responsibility among teachers.

1.2 Pre-Independence Education Scenario (1835-1947):

As a major landmark in the history of education of India and Orissa, the English education system was introduced in Orissa in 1835 A.D followed by a second-class, Anglo-vernacular school at Puri in November 1835. The first experience in English Education in Orissa ended in failure, as it did not appeal to the people. In the year 1841, the first High School (secondary school) of the state was established at Cuttack, which became a Zilla school in 1851 and then it was renamed as Ravenshaw Collegiate School in the year 1875. Two more schools were opened at Puri and Balasore in the year 1853. The High Schools of Orissa were affiliated to the Calcutta University up to 1917 then the affiliation was transferred to the Patna University and consequent upon creation of a separate Orissa province in 1936, the schools were under a separate Directorate of Public Instruction and then the affiliation of all the High Schools of Orissa was transferred to this Utkal University, which conducted the fist Matriculation examination of 1946.

Maulana Azad, the first Education Minister of independent India envisaged strong Central Government control over education throughout the country, with a uniform educational system in 1947. The 42nd Constitutional Amendment Act, 1976 had removed education from state list and placed it in concurrent list. Over the period of a decade (1937–1947) there was a twofold increase in the number of High Schools in Orissa, ie., from 34 schools in 1937 to 70 schools in 1947. But the number of students had not increased significantly, as in 1937 there were 10005 high school students which increased by 1410 students only in 1947. Therefore, the number of students remained almost constant with a very little variation during these years. The number of girl students admitted in the school was much less than the number of boys who were more than fourteen times of the girls.

At the dawn of Independence, the state of education was far from satisfactory. The British imposed system of education was essentially meant for a select few, leaving a wide gap between the educated and the illiterate. In 1947, only 14 percent of the Indian population was literate. Only one child out of three was enrolled in primary school. Educational inequality was aggravated by economic inequality, gender disparity, and rigid caste stratification.

1.3 Post-Independence Educational Scenario (1947-2007):

Orissa was one of the educational backward states till the advent of the planning in 1950-1951. At the dawn of Independence (1947), the number of Primary, UP, High School and Colleges were 6814, 286, 106 and 12 respectively. The corresponding number of educational institutions rose to 48405, 19157, 7435 and 1958 by the end of the year 2007-08, respectively.

Over a period of six decadal gap (1951- 2001), there is three and half times increase in the rate of literacy in the Country and it is more than four times in Orissa. On the other words, the gap in literacy level between India and Orissa was 3.35 per cent in the year 1951 which was reduced to 1.83 per cent in 2001. Though Orissa recorded an increase in the educational level in successive censuses over a period of last six decades, still, as per Education Development Index developed by **NUEPA,** Orissa occupies 28th position among the States and Union Territories of the Country, which characterizes it as an educationally backward State. Census wise population, percentage of literacy from 1951 to 2001 Census is indicated below.

Census wise population and percentage of literacy

Sl No	Census Year	Population		Percentage of literacy	
		India	Orissa	India	Orissa
1	1951	361088090	14645946	18.33	15.80
2	1961	439234771	17548846	28.30	25.24
3	1971	548159652	21944615	34.45	30.53
4	1981	683329097	26370271	43/57	40.96
5	1991	846387888	31659736	52.21	49.09
6	2001	1027015247	36804660	64.84	63.01

In the pre-independence era, the intellectuals felt the need of constitution of a separate Board of Secondary Education in Orissa for which in 1946 a Committee was appointed under the Chairmanship of Pandit Godabarish Mishra. As per the Secondary Education Act, 1953, the Government constituted the Board of Secondary Education, Orissa which conducted the High School certificate Examination for the first time in July 1956. The Board of Secondary Education Orissa accepted the introduction of vocational education in the context of 10+2+3 pattern during 1973-74.

During the British India period (1841 – 1947), i.e., over a period of 106 years, only 106 High Schools in Orissa were established. In Independent India by July 2007 the number of high schools had risen to 7128, i.e., a net increase of 7022 High Schools over a period of almost 60 years. The growth rate of High Schools was one per year during colonial period and one per every three days after freedom. Thus freedom is a definite accelerating factor of education. Planning has been accepted by India as an effective strategy to augment social development. The five-year plan have effectively contributed to the universalisation of the primary education and thus prepared the requisite foundation for the development of Secondary Education.

The traditional institutions of education of tribal/particularly vulnerable tribal societies were of different kind. Learning activities in tribal society generally starts from the childhood through the process of enculturation, socialization, assimilation of knowledge and skills from the family, kin, and peer groups. The youth dormitories, which still exist even today in some tribal communities, are the institutions of leaning. These dormitories perform various functions including teaching and learning of various skills, like hunting, fighting, dancing, and other house hold activities. In the past such traditional institutions were found more in number and were very vibrant in transmission of learning from the older generation to younger generation.

Formal schools entered late in the tribal societies. The schools were established to bring about changes in the life of the tribal people so that they could fit themselves into the modern system of technology. Schools need not necessarily bring about basic change in their

culture. The schools, even though are established within the communities and various incentives are provided, these schools could not meet fully their goal of educating these communities effectively. As such many of these tribal communities remained illiterates and many of these societies did not accept it as a part of their social institutions. These schools are looked upon as places of punishment for tribal children. Most of the children attend schools not really to learn anything from the school as most of them feel the school environment and curriculum are still alien to them.

During post independence era since 1951, the Government of Orissa started a number of formal schools for the tribal children. The Government certainly provided several facilities like free boarding, lodging, books, dress, pocket money etc, for these tribal children. Even then, these schools have not really been successful and the tribal students are not really happy about them. This study is an attempt to provide a deep insight into the working of these tribal high schools in the context of tribal social milieu. It also highlights the various problems and limitation, which has hindered the successful functioning of these Institutions. As per an estimate of the Statistical Cell, the Directorate of elementary education, the population of the State has increased two and half fold from 1951 to 2001; the number of high school has increased 37 times during the same period. The ratio of population per high school has decreased to a great extent. Still, deficiency of schools is found to absorb all the students, especially the tribal students residing in interior and inaccessible pockets of the State.

1.4 Statement of the problem:

Education is an important input for human resource development. It not only improves prospects for economic development but also improves self confidence to check economic exploitation and social oppression, by middlemen, traders, many lenders belonging to higher caste groups. Education is considered to be the most powerful tool of social change, social justice and egalitarianism.

Special provisions are incorporated in the Indian constitution for promotion of education among STs, SCs and other weaker sections of our society. The Article 29(1), 46, 15(4) and 350 A in the Constitution contains educational safeguards for SC and STs. Article 46 of the Directive Principle of State Policy provides that" The State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of SCs and STs and shall protect them from social injustice and all forms of exploitation. In order to fulfill these Constitutional Directives, efforts have been made by all the State Governments and Union Territories to improve educational standard of SCs and STs by providing different educational facilities like scholarships, stipends, textbooks, uniforms ,midday meal and hostel facilities etc..

It is found that though the literacy among SCs and STs have shown improvement gradually due to special efforts taken up by the Government, their decadal rate of literacy growth is very slow in comparison to the literacy rate of general population. Though there is a visible increase in literacy rate of STs during last five decades i.e. from 1961-2001, the gap between ST literacy and that of general literacy still persists. The literacy rate of STs has been increased from 7.36% in 1961 to 37.37% in 2001 Census where as the literacy rate of general population has been increased from 25.24% to 63.08% during the same period, showing a literacy gap between ST & general population in different Census year, a

13.80 lakh in 2007-08. Further, the enrolment at different educational level is showing gradual declination horizontally. Again the enrolment of students at upper primary and secondary level has increased marginally within a gap of 5 years from 2003-04 to 2007-08. Enrolment figures particularly at the primary stage do not always reflect the actual situation. The position of enrolment of total students is comparatively poor at upper primary and high school level. Again the enhancement of enrolled students from 2003-04 to 2007-08 at high school level is very marginal i.e. from 12.96 lakh to 13.86 lakh.

It is important to examine school retention rates as they represent the real gains made by expanding educational facilities. The high or increasing enrolment at primary level is not the real indicator of the achievements on the educational front. The effectiveness enrolment can be judged by examining dropout rates.

Magnitude of Students' Dropout at Schools in Orissa

Year	Students Dropout Rate (%)					
	Primary		UP		HSC	
	Total	ST	Total	ST	Total	ST
2001-02	41.00	63.00	56.20	73.00	69.5	78.00
2007-08	7.79	16.89	13.27	23.83	59.6	72.8

Source: Economic Survey, 2008-09

The Dropout rate among the all students at different schools is showing an increasing trend from primary to high school level horizontally during 2001-02 and 2007-08. But vertical trend of drop out from 2001-02 to 2007-08 has been reduced. Similar trend is also noticed in case of ST students. Like all students, the dropout rate among the ST students are also gradually increasing horizontally from primary level to secondary level though it has been reduced at different levels with a gap of six years from 2001-02 to 2007-08. But at higher level of education, the drop out rate is showing an alarming situation.

At Primary level the rate of drop out of ST students which was 63 per cent during 2001-02 has been reduced to 16.89 during 2007-08 but it is still higher in comparison to general categories which were reduced to 7.79 in 2007-08 from 41 per cent during 2001-02 and during the same year gap. At upper primary level the drop out rate which was 73 per cent in 2001-02 has been reduced to 23.83 per cent in 2007-08 as against 56.20 per cent for general students in 2001-02 to 13.27 per cent in 2007-08. Similarly at high school level the drop out rate which was 78 per cent during 2001-02 has been reduced to 72.8 per cent in 2007-08 for STs and it was 69.5 per cent and 59.6 per cent respectively among general students.

It is found that the drop out rate which has been reduced gradually among all categories of student, the reduction is higher among STs at primary and upper primary level in comparison to general category students from 2001-02 to 2007-08. At high school level the drop out rate of STs has been slowed down as against the general category students which are found only 5.2 lakh as against the general students of 9.9 lakh.

The growth of literacy among STs increased more than 3 times during 1991 as against 1961. At the same time, it is very discouraging to note that the gap in the literacy

gap of 17.88% in 1961 Census and 25.71% in 2001 Census which shows that the gap is widening between literacy rate of ST and general population gradually.

The tribal literacy especially the tribal women literacy (23.37 in 2001 census) is still found low in comparison to total female literacy (50.51 in 2001 census) in the State. It is too low among PTGs (on an average 10%).

1.4.1 Causes of low literacy among Tribal children:

The level of literacy is found low among weaker sections of our society especially among the STs. The social cultural practices in simple and traditional societies contribute a lot for educational backwardness among the ST children. The ST people highly depend on nature for their survival. From the very childhood, the ST people are engaged in household/economic activities. Girls are engaged in daily household work, caring of siblings and domestic animals, collection of MFPs and boys are engaged in assisting parents in agricultural activities. Tribal parent's negative perceptions towards modern education are loss of manpower in the family for agricultural activities and detachment of children from the family. Incase of girls, the psycho fear is that education may lead to cessation of bride price to parents. Educated partners may not contribute labor towards economic activities and may not do any household work. It will also create gap in acquiring tradition knowledge of their society which will help them to lead a smooth life. Besides poverty, detention, frequent ailment and early marriage act as a barrier to achieve educational advancement.

Again poor infrastructural communication facilities, use of foreign language as an medium of instruction followed at school, inadequate provision of meal, holiday pattern not in consonance with the ritual and festivals of their society, lack of adequate TLMs, unsuitable curriculum and syllabus, inadequate teaching staff are some of the major causes for low enrolment which in turn leads to low literacy. A survey by National Institute of Social Works and Social Science (NISWASS), 1980 in Phulbani district found that rate of enrolment is not a problem, but rate of dropout is very serious which is more among STs and especially more among ST girls for high demand of household duties which keep away the girls from their school education.

After independence several steps and educational schemes were taken up by the Union and State Governments for promoting education among the people especially the weaker section, like SCs and STs. Gradually the educational development programmes were broadened, and more schemes got introduced.

Keeping in view the millennium education vision of 2015, GoI, each and every tribal child with the age group 3-14 yrs will be enrolled in schools. Therefore, strategies to be adopted to facilitate the out of school children, newly enrolled and drop out children by provision of different infrastructure at schools so that they can be absorbed and get the educational facilities from their childhood.

As per the Economic Survey, 2008-09 the enrolment of children at primary level has been reduced from 52.14 lakh in 2003-04 to 45.20 lakh in 2007-08. At upper primary school level the number of students which was 13.63 lakh has been increased to 20.02 lakh. At high school level, the enrolment has also increased from 12.96 lakh in 2003-04 to

rate between ST and total population has been widening steadily. The literacy gap between ST and general population which was 17.88 per cent during 1961 was enhanced to 25.71 per cent during 2001 census. With a gap of 40 years from 1961-2001 Census, the literacy rate among STs has become more than 5 times, 3.9 times among ST males and 13 times incase of ST females. But at the same time it is discouraging to note that during the same period the literacy gap between ST male and female literacy has widened from 11.27 per cent in 1961 to 28.11 per cent in 2001 census.

There are certain areas where the literacy among ST women was less than 2% as per 1981 Census. As per 1981 Census, 12 such districts have been identified in the State. Scheme like Educational Complex, was started in PTG areas in 1993-94, The objectives of the scheme was to impart and consolidate literacy and promote the educational development of PTG students who are the first generation learners in areas of extremely low literacy. Another impediment in the programmes of SC and ST education is shortage of teachers at schools, especially in tribal areas. Position of teachers in schools is unsatisfactory.

Therefore, Government in SSD Department is more concerned about the low level literacy in tribal dominated schools and has initiated to take up a Diagnostic study, titled "Low Performing Schools of SSD Department" to identify the factors responsible for low performance of these schools in spite of the great endeavour of the Government for improvement in the literacy level of these students.

1.4.2 Low Performing Schools:

Chronically low-performing schools have become a central issue in education policy. There is no specific characteristic of low performing schools. "Low performing school often refers to those schools that do not meet the standard established and monitored by the State Board of education or some other authority external to the school." (AEL, Corallo, C & Mc Donald, D.H). States customarily categorize schools as "low-performing" or "failing" by virtue of persistently sub-par scores on standardized tests, sometimes along with low gradation and high dropout rates. Schools labeled as under performing are disproportionately located in disadvantaged areas. By extension, they often have limited resources and insufficient facilities and supplies, and are able to employ fewer well-qualified teachers than other schools do. Many low-performing schools face overcrowding and student-discipline problems. Frequently plagued by low morale, they may also lack organized learning environments and high expectations for students.

In our State, the Government in SSD Department considered those Schools of SSD Department as low performing schools, if the overall performances of those schools are below the state average percentage secured in the annual HSC examinations of the SSD Department schools during the same year. For example, during 2008 the average percentage of all the SSD Department High Schools in the HSC Examination, 2008 was 69% and the Schools showing result below 69 % were considered as low performing schools during the same year. Basing on these criteria, the Government in SSD Department had initiated disciplinary action against the teachers of low performing Schools during the said year. But, the HSC examination result of schools of S & M E Department was only 54 % during the same year.

Reasons for low performance vary from school to school. Common condition of low performance includes a correlation between community poverty and stress on the organization of the school. Many low performing schools are located in impoverished

communities where circumstances make it difficult for the students to come to school with preparation for learning. The school with low achievement students also place stress on the school, which contribute to reduce expectations for students' achievement. Organizational and cultural deficits can be assumed to occur in low performing schools. These deficiencies may include lack of focus on, and cohesion of, the instructional programme, isolation of teaching staff, and lack of planning focused on improving student achievement.

Research on school reform indicates that it takes an average of three years for an elementary school to implement change that will improve student achievement. Secondary schools take six years on an average. While some short term strategies like aligning local and classroom assessment with curriculum and continuously monitoring students progress, analyzing students achievement data, monitoring of both instructional programme and students progress, providing professional training to the faculty to effectively implement the instructional programme , providing additional learning times for students who need it , may achieve initial gains in student achievement and long-term strategy like determining the readiness of the faculty and the community to change the practice, developing and /or affirming a common vision, mission, values and core beliefs for student achievement, fostering faculty collaboration leads to sustainable development. (AEL, Corallo, C & Mc Donald, D.H)

All schools need continuous effort towards the goal of helping all students reach proficiency in core subjects such as Mathematics, English, and Science. Among all the SSD Department schools in Orissa, some schools are in greater need of infrastructures / fund than others. About 9% (20 High Schools out of 217) of the High Schools of SSD Department appear to be deeply troubled institutions during the year 2008 having less than 30 %pass out result in the HSC examination, that need major transformation. Most of these schools are located in southern region of the State. Several districts have High Schools with weak promoting power. Many of these schools are concentrated in high poverty / impoverished communities, which is the main cause of low performance. The school itself is an important site of intervention for improving student's achievement. At the school level, organization and administration are needed to help turn around schools having pockets of persistently low achieving students. There is a relationship between the size of the students and the percentage of teachers who report apathy, tardiness, absenteeism, dropout as serious problems found among the students. Changes in the organizational structure of schools will have a major impact on how students learn and perform.

As per the requirement of the study, the norms set for a school to be called as low performing school is as follows.

1. The schools showing less than State average pass out result of SSD Deptt. schools in the annual HSC examination conducted during the year 2005 to 2009.

2. The schools showing abnormal fluctuating results in the annual HSC examinations held during the period from 2005 to 2009.

1.5 Objectives of the study:

The broad objective of the present study is to identify the causes of low performance of SSD Department Schools. The specific objectives of the study are:

a) To assess the contribution of school / teachers on students achievement
b) To examine impact of inadequacy of infrastructure in school, provision of incentives and such other factors on the performance of the student.
c) To assess the home background factors of student as well as role of the VEC on students achievement

1.6 Methodology:

For collection of primary data, schedules were administered among the field functionaries and other stakeholders, such as students, teachers, parents/guardians, public representatives, and supervising officials. The following techniques were applied for the collection of data.

i. The study has been conducted in ten High Schools of the SSD Department located in five southern districts of Orissa, two each from five districts namely Koraput, Rayagada, Nawarangpur, Malkangiri and Gajapati. The schools from these districts are selected according to the low performance recorded consecutively during five years (from 2004-05 to 2008-09).
ii. All the teachers of the school, including Head Master, teaching various subjects to High School students (from class VIII-class X) were interviewed.
iii. Four students were selected from each category, like, not sent up students, failed students and passed out students in the HSC Examinations.Total 12 numbers of students were proposed to be selected from each school from each category for the study.
iv. Guardians/parents of each selected student were interviewed.
v. VEC members/ Peoples Representatives, such as Sarpanch and Ward member concerned from each school were interviewed.
vi. Government functionaries, like PAs, ITDAs, DWOs, BDOs, WEOs, and other supervising officials of the school were also interviewed.

1.6.1 Universe and the sample:

KBK districts have a very high tribal population including two adjacent districts like Kandhamal and Gajapati. The ST literacy rates in the KBK districts are abysmally low. They are 14.69 per cent in Malkangiri, 24.00 per cent in Nawarangpur, 20.23 per cent in Rayagada, 18.68 per cent in Koraput, 33.12 per cent in Nuapada, 34.17 per cent in Kalahandi, 43.64 per cent in Balangir and 52.16 per cent in Sonepur district. Two adjacent districts, like Gajapati (27.77%) and Kandhamal (44.47%) also have low literacy rate. The State average literacy is 63.1% and for ST, it is 37.37% as per 2001 Census.

There were 306 High Schools (including 8 Secondary Schools) of SSD Department operating in the State of Orissa as on 2008 out of which 10 schools were selected for the study on the basis of low/inconsistence performance during the last 5 years consecutively. **Among 10 selected schools, 8 schools are situated in 5 KBK districts and 2 schools are in one Non-KBK district but adjacent to KBK district.** The study is based on both primary and secondary sources of data. Primary source involve collection of data from selected ten schools, teachers, students, parents/guardians, VEC members and supervising staff of the schools. Secondary source data are collected from different books from the

library, published and unpublished reports, Govt. reports, Journals, etc. and from Education Section, SSD Department.

The sampling procedure is totally based on the selection of SSD Department High Schools on the basis of their low performance in the Annual High School Examination over a period of five years (2003-04 to 2007-08). All the High Schools taken up for study are located in TSP area. Seven schools are selected on the basis of result of High School Final Examination having below 30% result in an aggregate. The other two schools, which have secured 40% result in the HSC Final Examination and have been adopted by the Institute of Mathematics and Application for performance development of the students, are also selected for the study. Besides, one school namely Mudulipada Girls' High school of Malkangiri district was covered under the study. **These ten High school are situated in eight blocks of five districts namely Koraput, Rayagada, Nawarangpur, Malkangiri, and Gajapati,** which are located in southern part of our State and are identified as backward region of our country.

1.6.2 Tools administered for the study:

Data for the study were collected from schools, teachers, students, parents/ guardians, VEC members, people's representatives, key Govt. Officials, inspecting authorities of schools. The schedules administered for collection of data are given below.

- Schedule (I) – School Profile Schedule – used for collection of data on infrastructure, management, staffing pattern of the school and academic performance of students
- Schedule (II) - Interview Schedule for teachers - used for collection of data regarding social background of teachers, methods of teaching, efforts for development of student's performance.
- Schedule (1II) - Interview Schedule for students - used for collection of data regarding socio economic background of students, their problems relating to study
- Schedule (1V) - Interview Schedule for Parents/Guardians - used for collection of data on their economic status, occupation, their awareness regarding education, motivating factors for sending their children to school.
- Schedule (V) - Interview Schedule for People's Representatives/Key Govt. Officials - used for collection of data estimating awareness about the location of High School of SSD Department in their area, performance of High School students of SSD Department in HSC Examination and their views regarding improvement of educational standards of students.
- Schedule (V1) - Interview Schedule for Inspecting Officials of Schools - used for drawing opinion for overcoming/checking the low performance and methods to be adopted for improvement of the standard of the students.

1.7 Research Personnel & Training:

This "Diagnostic Study on Low Performance Schools of SSD Department" was undertaken by a Research Team comprising of one Research Officer, two Research Assistants, seven Statistical Assistants of SCSTRTI under the direct supervision of the Director of the Institute, SCSTRTI. Orientation training on administration of schedules/questionnaires was given to the Research Assistants/Statistical Assistants for proper use of the research tools in collection of data at the field level and processing, compilation and tabulation of data.

1.8 Duration of Study:

The research study was scheduled to be started from May, 2009. But due to extreme hot climatic condition prevailing in the State and consequent closure of all educational institutions of the State from 23rd May, the field study was postponed to the month of July, 2009 and, eventually, the study was started in the 1st week of July, 2009 and completed in the scheduled time frame.

1.9 Limitation of Study:

The study is restricted to High Schools managed by SSD Department located in southern part of the State, where the literacy rate is abysmally low. Therefore, a comparative assessment of performance of schools located in other regions of the State and with schools that are managed by Education Department could not be made. Due to constraint of time, information was also not collected extensively.

The study, with one and half months delayed start, was taken up on onset of the monsoon during the first fortnight of July, which was the beginning of the agricultural season. As such, the parents/guardians of the students were not readily available for interview and they had to be contacted either in the field or in their homes. Therefore, the required numbers of parents/guardians could not be contacted and interviewed. Besides, the passed out and failed students of previous years were not found at the field due to their engagement in different activities at different places. Thus the passed out / failed students of current year i.e. 2008-09 were interviewed keeping the constraint of availability of former students of the school and for that the target set forth for interviewing 120 students could not be achieved.

Out of 10 schools, one school namely, Gampakunda High School situated in Raikera block of Malkangiri district was omitted from the study due to the sudden escalation of extremist activities in that particular area. Instead, the Mudulipada Girls' High School was included in the study, which has class I to X, and it was the first batch of students who appeared the High School Final Examination in the year 2009.

The study schools were selected on the basis of the result of five consecutive years from 2003-04 to 2007-08.But during the time of study, the result of HSC examination for the year 2008-09 was declared. Thus, during analysis, the result of 2008-09 was included and the year 2003-04 was excluded.

Notwithstanding, the deficiency in collection of information, sincere attempts have been made to specify the shortcomings at different level for low performance of those schools in general and students in particular and the possible remedial measures to check it.

CHAPTER – II

Profile of the Study Area

2.1 Development status of the study area in Orissa:

The State of Orissa, situated in the eastern part of India, shares the borders with the states like West Bengal, Jharkhand, Chhattisgarh and Andhra Pradesh. According to the Census of India, 2001, Orissa had a population of 36.8 million with an overall literacy rate of 63.08 per cent compared to the national average of 64 per cent. Out of 5.81 million school-going children in the state in 2004-05, 94.7 per cent attended Government schools, and the remaining was in the private schools (DISE 2004-05).

In terms of economic growth and human development indicators, Orissa is the poorest state in India and the five study districts, located in the southern part of the State in a contagious manner, are the most backward districts in Orissa as well as in India. According to the planning Commission's 2000 figure, 47.15 per cent population of the State was below the poverty line. In southern Orissa (of which KBK is a part) this number is reported to be 89.17 per cent of the people according to the 1999-2000 (NSS data) and 72 per cent family according to the 1997 BPL Census.

The study districts account for 11.03 per cent population over 19.79 per cent geographical area of the State. Tribal communities in the study area constitute 53.72 per cent of the total population of those districts and 26.20 per cent of the State. The sample areas are from among the poorest area in the Country. As per an estimate, 74.56 per cent people in the study sample districts are below poverty line (BPL). The literacy rate at 35.52 per cent is much lower than the State average of 63.08 per cent. The female literacy rate 23.76 per cent also compares un-favourably with the State average of 50.51 per cent. Table–2.1 presents the tribal population of the country, the Orissa State and the districts, which are selected for the study.

Table - 2.1

Country/State/Study Districts wise ST population of 1991& 2001 Census

Country/State/ Study Districts	1991 Census*		2001 Census		
	Total Population	ST Population	Total Population	ST Population	% of ST Population
India	84,63,02,688	6,77,58,380	102,86,10,328	8,43,26,240	08.19
Orissa	3,16,59,637	70,32,214	3,68,04,660	81,45,081	22.31
Koraput * (bifurcated in 1992)	860472 (excluding bifurcated districts)	491621	1180637	585830	49.62
Rayagada* (Created in 1992)	639809	390201	831109	463418	55.76
Nawarangpur* (Created in 1992)	804542	463003	1025766	564480	(55.03
Malkangiri* (Created in 1992)	393470	242309	504198	289538	(57.43
Gajapati* (Created in 1992)	407752	216872	518837	263476	(50.78

The populations suffer from high morbidity on account of under-nutrition as well as endemic malaria and other localized diseases. Rainfall is generally erratic and unevenly distributed. Irrigation facilities, both surface and lift are inadequate. Thus, the study area often experiences problems of moisture stress. Road connectivity is a major constraint in this area. Missing links pose significant challenges to the people to access market places, educational institutions, and health services. Since more than 50 per cent of forests of these districts are degraded, ecological disturbances are noticed. This aggravates the problem of poverty in the districts. Problems of soil erosion and land degradation are common. Water retention capacity of soil is generally poor. These factors, among others, significantly contribute to low land productivity. Per hectare yield of rice in the study districts is substantially low. Employment opportunities in the area are limited. Agriculture, which is the major economic activity, does not generate adequate avenues of employment for the rural poor. As a result, many men and women go out to urban areas both inside and outside of the State in search of employment.

Other socio-economic indicators including population composition and density, net area irrigated, hospital beds, and connectivity of villages to growth centers and service centers are also far from satisfactory. According to the report of the Committee under Planning and Coordination Department, Orissa, basing on eleven criteria, 94 per cent of CD Blocks in these districts is either "very backward" or "backward". To be specific, out of 47 TSP Blocks of the study districts, 29 TSP Blocks are regarded as "very backward" and 17 are considered as "backward".

The study districts have been historically rich in forest resources. Though the people have been using these forests very intensively and eking out their livelihood from this source, forests of this region have not received adequate investments and managerial inputs over time. Intensive use of forests for sustenance coupled with lack of insufficient investments and managerial inputs are, thus, continuously leading to forest degradation.

The undivided Koraput district, which have been bifurcated to four districts after the reorganization of the districts during the early 1990s, along with Gajapati, constitute the study area and is mainly an undulating hilly tract. Severe droughts and floods also often visit this area in quick succession. Therefore, backwardness of this region is multi-faceted like tribal backwardness, hill area backwardness, and backwardness due to severe natural calamities, mostly frequent drought conditions.

Due to several economic, social, and institutional obstacles, this region has not shared gains of development in an equitable manner and continues to languish in abject poverty. Heavy incidence and persistence of poverty in this region has been a cause of concern for the State Government as well as the Government of India. In the year 1988, realizing the need for intervention, the State Government in consultation with the Government of India formulated a special programme named "Area Development Approach for Poverty Termination (ADAPT)", and implemented it in 15 Blocks in two districts of the State: 8 blocks in Kalahandi and 7 blocks in un-divided Koraput district in order to provide employment round the year to the rural poor and to change agricultural strategies. In due course, it was felt that short-term strategies were not appropriate to address the multi-faceted backwardness of the region. Therefore, a Long Term Action Plan (LTAP) for the three undivided districts of KBK (Koraput, Bolangir, and Kalahandi) was prepared in 1993 in consultation with Govt. of India. The LTAP was conceptualized for a

period of seven years from 1995-96 to 2001-02 with two objectives in view: (a) drought and distress proofing, and (b) poverty alleviation and development saturation. In 1998, a Revised Long Term Action Plan (RLTAP) was envisaged for a period of nine years from 1998-99 to 2006-07, i.e. till the end of 10th Five year Plan period. Further, it was felt to continue the long term development measures during the 11th Five Year Plan period for addressing the mass poverty and chronic backwardness of those districts and the Government of India agreed to allocate rupees of 130 crores per annum in shape of SCA for RLTAP for those eight districts. With a view to maintain and strengthen the momentum gathered under the RLTAP and up scaling the public investment, the State Government has also launched the Biju KBK Plan under State Plan with an annual allocation of rupees 120 crores.

The study is based on primary data collected from 10 schools selected for the study. All the schools are situated in the southern region of the State. They are Podagada Girls' High School and Dasmantpur High School of Koraput district, Dangasil Girls' High School and Puttasing Girls' High School of Rayagada district, Kodinga High School and Timanpur High School of Nawarangapur district, Mudulipada High School and Mudulipada Girls High School of Malkangiri district, and Antarba High School and Dogharia High School of Gajapati district. The profiles of these five districts are presented below.

2.2 Geographical area of the sample districts:

The history of Koraput goes back as far as 3rd century BC. It originally belonged to the valiant and dreaded Atvika people who fought the Kalinga war to restore the empire's glory. The region successively came to be ruled by several dynasties: Satavahans, Ikshvakus, Nalas, Ganga kings and kings of Surya vansha. It finally became a district of Orissa state on 1st April 1936.

Koraput, the southern-most district of Orissa, is located between 18°. 13'&19°10' North Latitudes and 82°.5'and 83°.23'East Longitudes. The altitude of district headquarter is 2900 ft. above the sea level. The geographical area of the district is 8807 sq. kms. The district is bounded in the East by Rayagada and Srikaklam (A.P) district, in the West by Bastar district (M.P.), in the North by Nowarangpur district and in the South by Vijayanagaram and Visakhapatnam districts of Andhra Pradesh. The district is divided into 2 Sub-Divisions. Besides, there are 7 Tahasils, 14 Development Blocks, 21 Police Stations and 226 Gram Panchayats. There are 1997 villages out of which 1915 villages are inhabited, 82 villages are uninhabited. The Koraput ITDA headquarters is located at Koraput, which is the district headquarters whereas the headquarters of Jeypore ITDA is located at Jeypore.

The eastern region of Koraput district has high hills and the western region is comparatively plain. The highest point (1351 mts.) is located in the eastern hills and the lowest point (256 mts.) is located in the plains. Large number of rivers and streams flow down the plateau along the slope. The Bansadhara, the Nagavali, the Kolab, the Machhakunda, the Gundari, the Potteru, the Vega are the important rivers in this district. Forest area is covered with dense mixed jungles composed of bamboo and ordinary woods. Because of the hazardous topography, the region has a very low density of population.

Agriculture is the principal occupation on the plain and foothills in particular. Shifting cultivation is noticed as a mode of cultivation adapted in the region. The humid climate and variation in geology have affected distribution of the soil in the whole of Koraput district. The geology is generally found on classified genesis including Singham Granaide as charnockike groups. The forest area constitutes 5.9 per cent of the total area of the district. The forest produces major and minor products. Major products are Shorea Robust or Sal / Piasal and Saguan. Minor products are Tamarind, Myrobalan, Adda leaves, Rouwl fia Serpentina, Sabai grass, Beedi leaves. Different places of historical importance and tourist places like Jagannath temple called Sabara Srikhetra, the Machhakund water falls (Duduma), Damuku hills, the highest peak (4642feets) are found in the area.

Handicrafts of Koraput mirror the vivid imagination and skillful artistry of the indigenous people. The exquisite, vegetable-dyed scarves and saris spun by 'Mirgan' weavers are nationally awarded and internationally renowned for their beauty and rare artistry. Besides this, there are other handicrafts ranging from terracotta to metal work.

Koraput region is rich with traditional art, craft, and embroidery. In this context, the Art exhibition and Artist camps are organized. Likewise, Koraput region is also rich with traditional art, craft, like paper making, mask making, lacquer art, bamboo craft, dockra casting, terracotta, metal works, weaving, leaf art, paddy craft etc. To give the artists an exposure to the outer world and also a scope to exchange their ideas with the artists of other region, a craft mela is organized inviting eminent artists from Koraput and other neighboring districts and States.

Since inception of PARAB in Koraput, exhibitions have been a part of the Main Festival with Gramshree Mela by CAPART being held since 1997 and Crafts Mela and Pallishree Mela held since 1998, and Rural Technology Fair and Crafts Mela from 2000. The main objectives of these exhibitions have been to enable the rural producers to get direct exposure to the market and get feed back from the end users, to provide a chance to the general public to buy art and craft of different regions directly from the producers, to provide marketing channel for Swarojagaries assisted by various Government anti-poverty programmes.

Rayagada district area is known as the most famous region of the State because of its longest human history. Although the district came into existence on the 2nd October in the year 1992, it has long and glorious historical records evident by copper plates, rock inscriptions, as well as different coins, which clearly indicate that the region was the center of attraction in all ages. In the third century B.C, during the reign of Ashoka the Great, it was covered under Kalinga Empire. Its historical past is evident from the Rock inscriptions at Pateleshwari temple in Brahmi script, Sati Kunda located within the precincts of Goddess Majhi Ghariani temple and the Mud Fort around it. In subsequent years it was under Bobilli, a Tahasil of Vijayanagaram. Later, during the English regime, Rayagada was covered under the Jeypore Zamindari, which continued till Independence.

Rayagada district came into existence on the 2nd October 1992. Gunupur ITDA and Rayagada ITDA come under Rayagada district. Rayagada is located between 82° 54' to 84° 2' East Longitudes and 19° 0' to 19° 58' North Latitudes. The geographical area of the district is 7073 sq. kms. The district is bounded in the East by Gajapati district, in West by Koraput district, in North by Kalahandi and Kandhamal district and South by Andhra

Pradesh. The district is divided into 2 Sub-Divisions and the jurisdiction of these two Sub-Divisions is same as that of the two ITDAs. Besides, there are 4 Tahasils, 11 Development Blocks, 12 Police Stations and 171 Gram Panchayats. There are 2667 villages out of which, 2467 villages are inhabited and 200 villages are uninhabited. The line of communication has been developed mainly along the river course through the hills. The State Highway No. 4 passes through the basin from West to East in its southern part. The State Highway No.5 starts from Rayagada town and is extended towards north and meets with the National Highway. The broad gauge railway from Raipur (Chhatisgarh) to Vishakhapatnam (Andhra Pradesh) passes through the basin longitudinally from north to south running parallel to the State Highway No.5 through the gap of the hills. The Rayagada district comes under the Eastern Ghat region. This section of topography has high hills whose heights vary from 2000 to 4000 feet. The topography clearly indicates sparse habitations in the basin. The Nagavalli or Languly is the principal river in the drainage system of the region. The basin lies at an average height of 900 meters above mean sea level. The highest point in the region is the Niyamgiri (1.529 metres) hill range. Settlement is found mainly on the riverbanks along the line of communications. The line of communication has been developed mainly along the river course through the hills. In spite of physical hindrances, the region is steadily developing in terms of urbanization. Rayagada (Municipality) is an old township and is a center of administration, education, and small business. A unique ecological niche of biodiversities, suffers from soil erosion and severe degradation in terms of loss of tree cover, generic flora and fauna, Installation of High voltage KV line, leasing out of bamboo plants, indiscriminate tree felling due to rampant shifting cultivation by Primitive Tribes, intensive grazing, forest fire by people, wild life poaching, Akhanda Sikar and bird catching are the destructive forces, which cause such degradation. Tropical moist deciduous and tropical dry deciduous type of forests include Sal forest, mix forest, grass land in patches and shrubs. Most of the fauna particularly bears, foxes, rabbits, jackals, wolves, and tigers are found inside the forest.

The Eastern Ghats run from the Northeast to the South West direction. The area gets only about 40 inches of rainfall annually. Drought hazard is very little. The humidity ranges from 92 per cent saturation during August and September and 60 per cent during the month of March and April. The high humidity coupled with luxuriant forest vegetation creates an environment for the development of a group of soil. The soil of the area is laterite. For cultivated crops the soil is low in fertility. Sal is a dominant species in the hills & valleys of Vanshadhara but in Nagavali basin Sal is very rare. Deposits of Bauxite, Manganese, and Quartz have been found in different parts of the district. The main constituents of bauxite in Rayagada district are gibbsite and useful for metallurgical purpose. Manganese deposits are of Khondalitic origin found as veins and bands mostly in the hills.

Agro climatic zone with a warm and humid climate helps in production of various fruit crops. The climate is mostly suitable for plantation of different crops, like Mango, Banana, Cashew, Citrus, Guava, Jackfruit and Custard apple. Most of the inhabitants are traditional growers of Mango, Kagji lime, Custard apple, and Jackfruit etc. Ginger and Turmeric are the main spices crops of the district primitively grown by the tribal. The tribal farmers used to grow ginger and turmeric crops in the hill areas without application of fertilizers and adoption of proper plant protection measures.

Situated among lush green forests in the South-West of Orissa, Nabarangpur District is a very picturesque place and homeland of more than ten tribes. With more than half the population being tribal, Nabarangpur has a vibrant life style. It came into existence on the 2nd October 1992 after being bifurcated from the erstwhile Koraput district. It is located in the southern corner of Orissa between 82° to 83° East longitude & 19° to 20° North Latitude. It is bounded by the State of Chhatisgarh to the west and north and districts of Kalahandi and Rayagada to the east and Koraput to the south. The district is not connected by railway line but the road communication in the district is satisfactory. It consists of 10 blocks and the entire district is covered through Nabarangpur ITDA. The western part of the ITDA area has the up-land covering Umerkote block. Geographically, it is an undulating up-land. The average height of this region is 600 metres above the mean sea level. The river system exhibits a radial pattern of drainage; important rivers are the Tel and the Bhaskel. The river Tel flows eastward and the river Bhaskel flow towards south. The region is full of reserved and un-reserved forest. Towards the eastern region, Tentulikhunti block mainly consists of high hills. Reserved forests as well as open woods cover hills. Forest is mainly covered by dense mixed jungle with deciduous woods and high graces.

Land in this plain is fertile. The crescent shaped region lies along the boarder line of the blocks, Tentulikhunti and Papadahandi. The hill shows a gradual downward slope towards the west along which many streams flows downwards. Low density in the western part in the ITDA area indicates that the settlements are scattered. Agriculture is the primary occupation of this region but fishing, hunting & root collection from the forest by the tribal community is a significant practice. Tribal communities carry out Jhum and terrace cultivation occasionally on the hills.

The district is endowed with significant exploitable mineral deposits like Iron Ore, Quartz, China clay and granite. It was formerly the main center of reeling & weaving of tussar fabrics noted for lacquer work household industry. A few families of Sankhari caste prepare various fancy items, such as chains, bangles, & flywhisks from lacquer and coating of nests of boxes with lacquer pattern. The town continues to be a great export center of food grains. Papadahandi, a block has a temple with decorative designs, the inscription found at Podogoda G.P, the remains of an old fort and some weather beaten sati stone proves the high antiquity of this area.

Nabarangpur district came into existence on the 2nd October 1992. Nabarangpur is located between 81° 27' to 84° 10' Degree East Longitudes & 20° 30' to 17° 50' Degree North Latitudes. The geographical area of the district is 5294 sq. kms. The district is bounded in the East by Kalahandi and Rayagada districts, in West by Bastar district of Chhatisgarh, in North by Raipur district of Chhatisgarh and South by Koraput District. The district incorporates one Sub Division and the jurisdiction of this Sub-Division is same as that of the ITDA. Besides, there are 4 Tahasils, 10 development blocks, 10 PS and 169 GPs. There are 901 villages out of which 876 villages are inhabited 25 villages are uninhabited. Gond is the major tribe inhabiting in this district and "Mandei" is the popular festival, which the people celebrate with much fanfare. The nearest Railway Station as well as the airstrip is located at Jeypore of Koraput district, which is situated at a distance of 35 Kms. from the district headquarters.

Malkangiri,the land of dense inaccessible forest, small but beautiful rivers, undulating plateaus, and splendorous rich tribal culture has its history of human

civilization enrooted as long as 2500 years back. Prior to the modern civilization, many mythological episodes took place in and around Malkangiri.

During the reign of Lord Ramachandra, Malkangiri occupied an important place in the entire "The Ramayana". This place was known as "Malyavantagiri" in the Ramayana. The belief of a visit of Lord Ramachandra is further strengthened by the existence of "Sitakunda" the bath place of Goddess Sita near Mudulipada. Also during the period of the Mahabharata, this place became the point of attraction for the Pandavas. They spent their "Angyatvasa"(exile) for a period of one year in the dense forest of Malkangiri. During the period of Indus valley civilization, a rich civilization was flourished along the bank of river, the Tamasa. In the year 1995, some ancient monuments were discovered from the same place signifying the above facts. Also a big "Shiva Linga" was discovered from beneath the ground, enlighting a linkage of this civilization with that of Indus valley. The ancient kings of this place during the early Vedic and later Vedic period worshiped Lord Mallikeshwar after whom they named their kingdom as "Mallika Nagari". This Mallika Nagari gradually became Malkangiri in the modern times.

The Malkangiri district is named after its headquarters town Malkangiri. During formation of Orissa Province in 1936, Malkangiri was a "Taluk" of Nabrangpur Sub-Division of Koraput District of Orissa. In 1962 it was upgraded to a Subdivision of Koraput District. The present Malkangiri got its identity as an independent district due to reorganisation of districts of Orissa as per notification on 1st October, 1992 with effect from 2nd October 1992.It comprises an area of 5,791 sq. Kms. and lies between 17° 45' N to 18° 40' N latitudes and 81° 10' E to 82° E longitude. Malkangiri District is bounded by Koraput, Vishakhapattanam and East Godavari district of Andhra Pradesh in the east, Bastar district of Chhattisgarh in the west, a part of Koraput district and Chatisgarh in the north, East Godavari and Khammam district of Andhra Pradesh in the South. This district comprises one Sub-Division and one ITDA and jurisdiction of those two are same. There are 3 Tahasils, 7 Blocks, 10 Police Stations, and 108 Gram Panchayats. There are 928 Villages, out of which 878 are inhabited and 50 are un-inhabited. Oriya is the main spoken language.

The eastern part of the Malkangiri is hedged by mountainous partition from Koraput districts of Orissa. It is surrounded by Bastar district of Chhatisgarh in the west, Koraput district in north, East Godavari district and Khama district of Andhra Pradesh in South. It comprises of 7 blocks. The elevation of the area from the sea level is 641 feet.

The district is divided into two distinct physical divisions. The eastern part is covered with steep Ghats, Platues, Valleys sparsely inhabited by primitive tribes notable among whom are Bondas, Koyas, Parojas and Didayis. The rest of the district is comparatively flat plain broken by a number of rocky wooded hills. Almost the whole of the district is a vast dense jungle. Potteru, Saberi, Sileru, Kolab and Machhakunda are the main rivers flowing in the district.

The climate in the district is generally cold in the winter and hot in the summer with temperature ranging from 13°C to 47°C. The average annual rainfall is about 1700 mm. Relative humidity is generally high especially in the monsoon and post-monsoon months. During the rainy season it becomes impassably swampy and heavy floods isolate it from the outer world. It lies within the malaria prone belt.

Major rock groups are Granite, Shale, Quartzite, Sandstone, Limestone, Khondalite, Charnockite, Slate, Phyllite and Marble. Dolomite, Asbestos, Tin and steatite are the important minerals of the district. The district is backward in irrigation in comparison with other districts due to its high hills and dense forests. The soil is poor for cultivation. A project at Balimela is the major Hydro Electric Project in the district. The district is noted for small-scale industries (SSI) like Light Engineering and Food Processing. Agriculture is the main occupation of the people. Forestry, Fishing, Beedi and Snuff making are the other occupations of the inhabitants. This is one of the most backward districts of Orissa and deserves a special attention and proper planning for an all out development.

Gajapati district has been named after Maharaja Sri Krushna Chandra Gajapati Narayan Deb, the Ex-Raja Sahib of Paralakhemundi estate (the 1st Prime Minister of Orissa State), who is remembered for his contribution in formation of a separate Orissa province and inclusion of Paralakhemundi estate in Orissa. Gajapati district came into being with effect from 2nd October 1992. Prior to this it was a part (Sub-Division) of Ganjam district.

Gajapati district is situated 18° 52'N to19° 38'latitude and 53°55'E to 84°.25' E longitude. It is surrounded by Rayagada district in the west and Kondhmal district in north, Ganjam district in the east and Srikakulum district of Andhra Pradesh in the south. There are 3 Tahasils, 7 Blocks, Police Stations, and 129 Gram Panchayats. There are 1576 Villages, out of which 1460 are inhabited, and 116 are un-inhabited.

Gajapati district comprises an area of about 4444 square Kms. The tableland of western sector is the continuation of the great line of the Eastern Ghats and is mainly formed by two plateaus conspicuously featured by some highest mountains of the State. The north western plateaus lie between the mountain ranges of Balliguda in north and R.Udayagiri in the south, with varying altitudes from 609 meters to13464 meters.

The major part of the district belongs to hilly terrain and undulated topography, which is inhabited by the tribal. The highest mountain of the district Mahendragiri lies at an altitude of 4,923 feet above the sea level. The geographical formation of the district is alluvial, brown land, lateriates, Gondowanas, Newer Dolerites and archon comprising igneous and metamorphic rocks. The main soil types are clay loam, sandy loam and red soil.

The soil and climate is suitable for plantation crops and there is a great potential of horticulture development in the district. More than 60% of lands are situated in hilly terrain, which has been treated as high lands, mainly suited for horticulture plantation and other cultivable land belongs to the category of medium lands and low lands.

The river Vansadhara and Mahendratanaya are two important rivers of Gajapati district. The river Vansadhara originated from Lanjigarh area of Kalahandi district and passes through Kashinagar block and flows southwards along the borderline of Gajapati district. The river Mahendratanaya has originated from the Mahendragiri range and flows in the westward direction through Rayagada block and then to southward direction through Gosani block. Another river Badanadi flows through western part of Mohona block.

The total forest area of 2,301.98 sq. km and area of 437.52 sq. km is reserve forest. The major forest products are Timber, Bamboo, Hill Broom, Patala Garuda, Soap nut, B. Kaliakhali, Marsinga leaf, Dhatuki flowers, Kochila seeds, Genduli gum, Siali leaves and Kathalai etc.

Except a few agro-processing units, there is no major industry in this district. However some activities of cottage industries like Horn work, Jaikhadi bag, Cane & Bamboo work, Ganjappa Card & Pattachitra Mukha, Broom work & Siali leaf plate making and Tibetan Woolen Carpet contributes some place in the cottage industries of the district.

Paralakhemundi town, the district Headquarter is situated on the axis of State Highway No.17 connecting Berhampur at one end and Gunupur and Rayagada on the other. Berhampur is situated at 120 Kms. from this place and other urban nuclei like Gunupur and Rayagada are distanced at 60 & 120 Kms. respectively. The nearest National Highway (N.H–5) junction is at around 40 Kms. from this place. There was a narrow gauge railway line (called Naupada-Gunupur Rail line) running through this town. The work of conversion to broad gauge is going on.

Broadly, this district depicts agrarian economy. The geography and the climate are conducive for production of crops like paddy, sugarcane, sunflower, oilseeds etc. This town behaves as a nodal point for accumulation & marketing of such products produced in the hinterland. The available connectivity to this town needs up-gradation to boost the economy. Paralakhemundi cannot be thought of in isolation without the nearest transport node Palasa (A.P). It connects to the mainstream of State & national economy through Palasa, the major railway junction of East Coast Railway, which plays a catalyst on the economic front.

2.3 Administrative area of the study districts

The undivided district of Koraput has since 1992-93 been divided into four districts: Koraput, Malkangiri, Nawarangpur, Rayagada. The district of Ganjam has also been divided into two districts, such as Ganjam and Gajapati. Our study area covers all the four districts of Koraput and Gajapati district. These five districts comprise of 7 Sub-divisions, 21 Tahasils, 49 CD Blocks, 53 Police stations, 803 Gram Panchayats and 8,069 villages.

Table – 2.2

Composition of Administrative Area of the Study Districts (2001Census)

Sl No	District	Area in Sq.Km	Sub-Division	Tahasil	Blocks		PS	GP	No. of Villages		
					Total	*TSP*			In-habited	Un-in habited	Total
1	Koraput	8807	2	7	14	14	21	226	1915	82	1997
2	Rayagada	7073	2	4	11	11	12	171	2467	200	2667
3	Nawarangpur	5291	1	4	10	10	10	169	876	25	901
4	Malkangiri	5791	1	3	07	07	10	108	878	50	928
5	Gajapati	3850	1	3	07	05	10	129	1460	116	1576
Sub-Total		30812	7	21	49	47	53	803	7596	473	8069
ORISSA		155707	58	316	314	118	585	6234	47529	3820	51349

Source: Data Handbook, 2006 SCSTRTI and NIC Data from the Net.

Out of 314 blocks, 6234 GPs, and 51349 villages of Orissa, 49 blocks, 803(12.88%) GPs and 8069(15.71%) villages come under the study districts. Besides, out of 118 TSP blocks, 47 (39.8%) blocks are present in the study districts.

2.4 Demographic profile of the study districts:

The Scheduled Tribes constitute the most backward group among the weaker sections in Orissa. There are 62 tribes in Orissa with a population of 81,45,081(2001 Census), which constitutes 22.13 per cent of the total population of the State. The tribal constitute 50.78 per cent in Gajapati District, 55.76 per cent in Rayagada, 49.62 per cent in Koraput, 57.43 per cent in Malkangiri and 55.03 per cent in Nabarangpur district of Orissa. District wise total, male, and female population, density of population and average population per inhabited village are furnished in Table-2.3.

Table – 2.3

Distribution of Population (2001 Census) in study Districts

Sl. No.	State / District	Population			Density of population per Sq. sk.	Average population per inhabited village
		Total	Male	Female		
1	2	3	4	5	6	7
1	Koraput	1180637	590743	589894	134	616
2	Rayagada	831109	409792	421317	118	337
3	Nawarangpur	1025766	515162	510604	194	1171
4	Malkangiri	504198	252507	251691	87	574
5	Gajapati	518837	255423	263414	120	355
Sub-Total		**4060547**	**2023627**	**2036920**	**131**	**535**
ORISSA		**36804660**	**18660570**	**18144090**	**236**	**774**

- The total population of the study districts is 40, 60,547, which constitute 11.03% of the total population of the State.
- Among 5 study districts, Koraput district has the highest (1180637) population and Malkangiri has the lowest (504198) population. .
- The density of population in all the study districts taken together is much less (131 per sq. km.) than the State density of population (236 per sq. km.).Among the study area, the density of population is the highest (194) in Nawarangpur district and lowest (87) in Malkangiri district.
- Except Nawarangpur (1171), the average population per inhabited village in other four study districts is less than the State average, i.e. 774.The average population per inhabited village is lowest (337) in Rayagada district.

The high concentration of Saora tribe in Gajapati and Kandh tribe in Rayagada with their typical ethno linguistic formation added with inaccessible hilly tracts are the major causes of their cultural retention. The literacy rate of the Scheduled Tribe population in the State is 37.37 per cent of which 51.48 per cent are male and 23.37 per cent are female. The

lowest rate of ST female literacy rate in Orissa is in Malkangiri (7.5 %) followed by Koraput (8.38%), Rayagada (10.07%), Nabarangpur (11.12 %)) and Gajapati (14.83%). Southern Orissa constitutes the highest tribal population in the State with a very low percentage of literate people. The literacy rate for the ST population in Orissa according to 2001 Census is 37.37 per cent as against the State literacy rate of 63.08 per cent. The ST female literacy rate of the State is 23.37 per cent, which is much lower than the ST male literacy rate of 51.48 per cent. The tribal people of Orissa earn their livelihood through marginal agriculture, shifting (Podu) cultivation, collection of forest products and wage labour. Most of the tribal people have a low economic profile and lead a miserable life.

The study districts, account for 11.03 per cent population of the State and 88.66 per cent people of these districts still live in the villages. Lower population density (131 persons per sq.km) in comparison to 236 persons per sq.km for Orissa indicates difficult living conditions and an undeveloped economy in the study districts. Tribal communities dominate these districts. As per 2001 Census, about 53.72 per cent people belong to the Scheduled Tribe including five Particularly Vulnerable Tribal Groups, i.e., Saora, Lanjia Saoras, Bondo, Didayi, Dongria Kondh and 47 CD blocks of our study districts are included in Tribal Sub Plan (TSP) area. In addition, as per 2001 Census, 13.98 per cent population belongs to the Scheduled Castes (SC) Communities in the study districts. Literacy rates are also far below the State as well as National average.

2.4.1 Population by Ethno-Cultural Groups:

District wise distribution of population by different communities is given in Table – 2.4.

Table – 2.4

District-wise Distribution of Population by different Communities (2001 Census)

Sl. No	District/ State	Total Population			ST Population		
		Total	Male	Female	Total/ (%)	Male	Female
1	Koraput	1180637	590743	589894	585830 (49.62%)	290306	295524
2	Rayagada	831109	409792	421317	463418 (55.76%)	224908	238510
3	Nawarangpur	1025766	515162	510604	564480 (55.03%)	282472	262008
4	Malkangiri	504198	252507	251691	289538 (57.43%)	143498	146040
5	Gajapati	518837	255423	263414	263476 (50.78%)	128679	134797
Sub-Total		4060547	2023627	2036920	2166742 (53%)	1069863	1076879
ORISSA		36804660	18660570	18144090	8145081 (22.13%)	4066783	4078298

Cont...

Sl No.	District/ State	SC Population		
		Total/ (%)	Male	Female
1	Koraput	153932 (13.04%)	76754	77178
2	Rayagada	115665 (13.92%)	57265	58400
3	Nawarangpur	144654 (14.10%)	72982	71672
4	Malkangiri	107654 (21.35%)	54557	53097
5	Gajapati	38928 (7.50%)	18973	19955
Sub-Total		**560833 (14%)**	**280531**	**280302**
ORISSA		**6082063 (16.53%)**	**3073278**	**3008785**

Source: Data Handbook, 2006 SCSTRTI

- In the study districts, the ST population to total population is 53 % and SC population is 14 %.
- The percentage of ST population is highest in Malkangiri district i.e.57.43%, where as their absolute number is the maximum in Koraput district.
- The percentage of SC population is also highest in Malkangiri district i.e. 21.35 % followed by Nawarangpur (14.10%) and Rayagada (13.92%).
- But numerically the SC population is the highest in Koraput district (153932) in comparison to other study districts.

Table – 2.5

Block-wise Distribution of Population by Ethno-Cultural Groups (2001 Census)

District	Block	Total Population			ST Population		
		Total	Male	Female	Total	Male	Female
1	2	4	5	6	7	8	9
Koraput	1.Dasmantpur	70946	35000	35946	39724	19709	20215
Rayagada	1.Kashipur	121086	59867	61219	74646	36668	37978
	2.Gunupur	66046	32175	33871	47849	23122	24727
Nawarangpur	1.Kosagumuda	134669	67821	66848	84338	42463	41875
	2.Raighar	157346	79519	77827	102300	51507	50793
Malkangiri	1.Khairiput	34446	17010	17436	25070	12264	12806
Gajapati	1.Mohana	115808	57355	58453	65244	32139	33105
	2. Nuagada	46936	22774	24162	35965	17453	18512
Sub-Total		747283	371521	375762	475136 (63.58%)	235325	240011
ORISSA		36804660	18660570	18144090	8145081 (22.13%)	4066783	4078298

2.4.4 Work Force:

District-wise number of total workers, main workers, marginal workers, and non-workers are given below:

Table – 2.10

District-wise distribution of workers

Name of the districts	Total population	Total No. of Workers / percentage	Total no. of main workers	Total no. of Marginal workers	Total no. of non - workers
Koraput	1180637	570435	353367	217068	610202
Rayagada	831109	399184	249909	149275	431925
Nabarangpur	1025766	507395	264800	242595	518371
Malkangiri	504198	247624	154179	93445	256574
Gajapati	518837	275534	179992	95542	243303
Sub-Total	**4060547**	**2000172 (49.26%)**	**1202247**	**797925**	**2060375 (50.74%)**
ORISSA	**36804660**	**14276488 (38.79%)**	**9589269**	**4687219**	**22528172 (61.21%)**

Source: District Statistical Handbook, 2005 (DOE&S)

- In the study districts, out of total population 4,060,547, the total work force is 2,000,172 (49.26%) and the non-workers is 50.74 per cent where as in the State it is 38.79 per cent and 61.21 per cent respectively which shows that the dependency ratio is less in the study districts in comparison to the State.
- The percentage of marginal farmers is found 39.89 per cent in the study districts where as it is 32.83 per cent in the State showing the number of marginal farmers are more in the study areas possessing less than 2.5 acres of land.

The Block-wise number of total workers, main workers, marginal workers, and non-workers are given below:

Table – 2.11

Block-wise distribution of workers

Name of the districts	Name of the Block	Total Population of the Block	Total Number of workers/ percentage	Total no. of main workers	Total no. of Marginal workers	Total no. of non workers
Koraput	1.Dasmantpur	70946	35582	18879	16703	35364
Rayagada	1.Kashipur	121086	62111	35466	26645	58975
	2.Gunupur	66046	36152	24176	11976	29894
Nabarangpur	1.Kosagumuda	134669	72831	35602	37229	61838
	2.Raighar	157346	78021	46254	31767	79325
Malkangiri	1.Khairiput	34446	18811	10766	8045	15635
Gajapati	1.Mohana	115808	60026	35640	24386	55782
	2. Nuagada	46936	27674	21873	5801	19262
Sub-Total		**747283**	**391208**	**228656**	**162552**	**356075**
State		**36804660**	**14276488**	**9589269**	**4687219**	**22528172**

Source: District Statistical Handbook 2005(DOE&S)

- In the study blocks the work force constitutes 52.35 per cent of total population 7, 47,283. This indicates that the dependency ratio is less in the study blocks in comparison to the study districts and State, where it is 49.26 per cent and 50.74 per cent respectively.
- The percentage of marginal farmers is 41.55. It is found much higher than the study districts (39.89%) and the State (32.83%) as a whole.

2.4.5 Major Tribal Groups of the study districts:

The major tribal groups of the study area are the Kandhas, Parojas, Bhottara, Gond, Gadaba, Didayi, Bonda, Saura, Bhumiya, Jatapu , Koya, etc. Kandhs are found in all the selected blocks. These tribes stand out quite prominently for their educational backwardness and continuing ethnic and cultural identity. The major tribes found in the study area (districts and blocks) are furnished in the statement below.

Block wise major tribes

District	Study Blocks	Major Tribes
Koraput	1.Dasmantpur	Paroja, Kondh, Gadaba, Pentia, Lodha, Korua, Bhottada
Rayagada	2.Kashipur	Kondh, Paroja , Parenga, Kora
	3.Gunupur	Saora, Kandha, Shabar, Lodha, Kondadora, Jatapu
Nabarangpur	4.Kosagumuda	Bhottada, Paroja, Kondha, Gond, Holva, Bagata, Saora, Gadaba, Tharua, Banjara, Dharua
	5.Raighar	Gond, Holva, Kondh, Paroja, Bhottada, Banjara, Gadaba, Saora
Malkangiri	6.Khairiput	Bondo, Bhumia, Gadaba, Kondha, Paroja, Didayi Matya, Saora
Gajapati	7.Mohana	Kondha, Shabar
	8. Nuagada	Saora, Kandha

2.4.5.1 Characteristic features of major Tribes:

The characteristic features of each of the major tribes of the study area are discussed in the following lines.

Saora:

The Saoras are one of the oldest known tribes of India. They are called by various terms such as Savaras, Sabaras, Saura, Sora, etc. They are widely distributed from Bundelkhand in the west to Orissa in the east. But they are found in great compactness on the edges of the Eastern ghats in Ganjam, Gajapati and Koraput District of Orissa and Srikakulam district of Andhra Pradesh. The Saoras show their racial affinity to the Proto Australoid physical characters which are dominant among the aborigines of Central and

Southern India.Their language is akin to the Kolarian stock which has close resemblance to the forms of speech of the wild tribes of Malayan Peninsula and Nicobar Islands.

The term 'Saora' appears to have two connotations – one derived from 'Sagoriss', the scythian word for axe and the other from 'Saba roye', the Sanskrit term for carrying a dead boy. Both of them fit well with their habit of carrying an axe always on their shoulders with their primitive occupation of hunting. The epics and purans refer to their devotion to the Hindu religious heroes like Rama and the Jagannath cult. The legend of Viswabasu, a Saora king who worshipped the image of Vishnu in the term of Lord Jagannath indicates the impact of Vaishnavism on the Saoras.

Like other tribal communities, the Saoras are the indigenous, autochthons of India in the sense that they had been long settled in different parts of the country particularly on the plains and river valleys and other fertile areas. Many of the Saoras were in a food gathering economy and a few were perhaps on the threshold of a real food producing economy. On the whole, they were in all respects primitive, wild and under developed. The Saoras of the plains depend on their wet cultivation or wage earning and selling firewood and the Hill Saoras practice shifting and terraced cultivation on the hill slopes. In most cases the Saoras of the plains are subservient to the advanced section of the neighboring non-tribal communities. They provide labor to the non-tribal landowners at the time of weeding, transplanting, harvesting, and other agricultural operations and sell firewood and leaf plates in the local markets. In all these works women rather than men take active part and earn the major part of the family income. Saora village broadly confirm to a linear pattern. Each village consists of two rows of houses facing each other and separated by a long and narrow village street. The individual houses in each row are built adjacent to one another thus forming the front verandah of all houses- continuous one from one end of the row to the other. Among the hill Saoras, the villages are situated in the most in-accessible areas in thick forests making it most difficult to reach them except through zigzag footpaths. Their settlements are not shifting. There is nothing of nomadic nature in their settlement pattern. The size of the Saora village is mainly governed by the extent of hill slopes and forestland available for shifting cultivation.

A typical Saora house is rectangular in ground plain having mainly three portions – the one, front Verandah, the second, the closed back porch, and the third, in between the bed room-cum-kitchen. The fowl pen is provided either in one of the corners of the bedroom or in the back verandah and the pigsty is in the front of the house attached to the front verandah.

The mud-walled and grass thatched huts give a feeling of warmth and comfort. It is dark inside because no window is provided in the house. For the Saoras, who spend most of their time outside in the field, ventilation is not important as the darkness is, not because of privacy but because of the need for keeping the inside of the house out of sight of Ghosts and Spirits and safeguarding against the evil eyes.

The Saoras live in a world of spirits and their culture is marked with elaborate ceremonialism and ritualism. The Spirits control the curse of Nature and Human life and the need to keep them under control has given rise to numerous religious practices, magical spells and incantations, sorcery and witchcraft. Religious specialists, magicians, sorceress, and shamans are there in the Saora society to cater to their religions and magical needs.

Archery continuous to be their important indulgences for hunting, fishing and self-protection. The bowstring, like in bow of string instruments is made from tenders of salapa vine. Most of fishing of Saora is still done with bow and arrow. A number of sketches are seen both outside and inside (which is absolutely dark) the house of a Saora. These drawings are symbolic and rarely, if at all, have anthropomorphic form. Family deity (Idai soom), Sun (Eoong soom), and Moon (Angei soom) are commonly represented in these symbols. After marriage, the bride and groom sit under these icons. Agricultural products, after the first harvest of the season, are also placed before these deities as offerings. The drawings of designs on walls are regarded as representatives of deities and their worship is common throughout Orissa, including in Luxmi puja and undoubtedly is of pre-historic origin. The Saoras keep a record of the departing souls by placing a long; sharply outlined stone at a community place near the village on the 1st death anniversary. The anniversary may not fall as per calendar. On the same day the village may have a common anniversary. Big stones are used in memory of adult souls and small stones for children. The place and the custom are known as Guara.

The Saoras dance during the ceremonies and marriages. Men invariably play musical instruments. The men carry sticks, arrows and bows, swords etc. and blow whistles and makes peculiar sound.Religious dances are rarely accompanied by songs except during marriage ceremony. The dress of Saora is simple and supplied by a person of 'Dama' caste (who is also his money lender). The dress for a lady consists of a waistcloth with gray borders, hardly reaching the knee. Only in chilly weather, the upper portion of the body is covered. The man's dress consists of a loincloth. A few necklaces of glass, clay, kaincha or gunja laced with thread or wire plastic or horn beads, wooded and metal ear rings, brass hair pins, brass rings, little rings of alae of nose, metal bangles and anklets constitute the jewellery of Saoras.

Kandha:

The Kandhas once infamous for their human sacrifice during British colonialism in India are believed to be from the Proto-Australoid racial stock. They have a distinct language called "Kui" which has no written script. They are plain land dwellers exhibiting greater adaptability to the forest environment. However, due to development interventions in education, medical facilities, irrigation, plantation and so on and so forth, they have started adapting to the great tradition or modern civilization standards in many ways. Their traditional life style, customary traits of economy political organization, norms, values and worldview has been drastically changed over a long period of time.

The most primitive sub group of kandhas is the Dongaria Kondha. They inhabit the plateaus of Niyamgiri hill ranges, which cover parts of Rayagada and Koraput and Kalahandi districts. Their major concentration is found in the blocks of Kalyansinghpur, Bissamcuttack and Muniguda. They are called Dongaria or dweller of "donger"(hill in Oriya) and love to settle in higher altitudes due to their economic demands. They are the most primitive tribe in the district and declared as one of the 13 primitive tribes of the state. On the basis of their pre agricultural economy and very low literacy level, two Dongaria Development Agencies (DKDAs) are in operation for the integral development of those communities. They have a subsistence economy based on foraging, hunting &

gathering but they now primarily depend on a subsistence agriculture i.e. shifting cultivation or slash and burn cultivation or Podu.

The Dongaria family is often nuclear, although extended families are not unexceptional. The Dongaria females are considered as an asset because of her contribution inside and outside the household and she contributes on equal footing with the male members in constructing a house to cultivation. She does all the work for household ranging from fetching water from the distant streams, cooking, serving food to each member of the household to cultivating, harvesting and marketing of produce in the market. Hence, the total domestic economy revolves around her. "She" is preferred over the "he". Due to this, the "Bride price" is paid to her parents when she gets married which is a striking feature of the Dongorias. However, the family is patrilineal and patrilocal.

The Dongorias practice polygamy. The family is mostly polygamous. The clan or "Puja" is exogamous, which means marriages are made outside the clan. But, the Dongoria tribe is endogamous. The form of acquiring mate is often by capture or force or elopement. However, marriage by negotiation is also practiced. The Dongorias have a dormitory for adolescent girls and boys, which forms a part of their enculturation and education process. The girls sleep at night in the dormitory (Daa Sala) and learn social taboos, myths, legends, stories, riddles, proverbs amidst singing and dancing the whole night, thus learning everything that is expected from a potential wife and mother.

The Dongoria have a religion very close to animism. The gods and goddess are always attributed to various natural phenomena, objects, trees, animals, etc. They have a god or deity for everything and anything. The Dongorias give highest importance to earth god (Dharani penu), who is believed to be the creator of Dongorias. In the Dongoria society, breach of any religious conduct by any member of the society invites the wrath of spirits in the form of lack of rainfall, soaking of streams, destruction of forest produce, and other natural calamities. Hence, the customary law, norms taboos, values are greatly adhered and enforced with high to heavy punishments, depending up on the seriousness of the crimes committed.

For social control in the village and Muttha level (regional) there are hereditary religious leaders like Jani (religious head), Mondal (secular head) Bejuni (sorcerer), Barik (messenger) to co-ordinate, decide by holding a meeting where, the punishment is awarded along with appeasement procedure is followed with sacrifices of buffaloes and cocks. The punishment may be in cash or kind and may leads to ostracisation from community if not obeyed.

The most striking feature of the Dongoria kondhas is that they have now adapted to horticulture and grow pineapple, oranges, turmeric, ginger, and papaya in plenty. Forest fruit trees like Mango and Jackfruit are also found in huge numbers, which fulfill the major dietary chunk of the Dongorias. Besides, the Dongorias practice shifting cultivation or "Podu Chasa" as it is locally called, as part of an economic need retaining the most primitive features of underdevelopment and cultural evolution.

The Dongorias are great admirer of aesthetic romanticism. Their personal adornment is unique with each male and female member using hair clips, ear rings neck rings, hand rings made up of brass, iron and Hyndalium prepared by themselves as well as purchased from local markets. Body tattooing is a cultural habit. In spite of various state interventions by the launching of integrated development schemes/projects, Dongorias are still found to be in a

society of illiteracy, impoverishment, and exploitation. However, very few people or individual have achieved status in getting Govt. employment and some sort of exposure to mainstream population. But still it's a long way to go if anything distinctive is to be achieved.

Bonda:

The Bondas known themselves as Remo (men) are a small tribe live in the wild and mountainous region of north-west of Machakunda river, and they have preserved themselves comparatively unaffected by the march of civilization. Plains-men and Officials regard the Bondas regarded as savage. They speak a different Astro-Asiatic language. The inaccessibility of their abode separates them from other tribes of the district. The origin and affiliations of the Bondas are obscure, but one may accept the possibility that they are members of a group of Austro-Asiatic tribes, which at some remote date took shelter in the wild Jeypore hills. There is every reason to suppose that the Bondas have changed very little during their long history. The bondas have been enlisted as a Particularly Vulnerable Tribes (PTG). Bondas are the oldest tribal people of Malkangiri District. They live on the mountains at the height of 3000 feet. In 1971 census their number was 5,245 which increased to 5,530 in the Micro Project area found from the survey made by SCSTRTI during 2007-08. Among them male were 2,563 and female were 2,967. These people live in Bonda Hill in Khairput Block. They are mainly of two types like Ontal and Kilo. Bondas are fond of Podu Cultivation and Bonda ladies help them in this job. In Bonda community the bride is older than the groom. Ladies of the Bonda community are half necked. "Patkhanda Yatra" which is celebrated at Mudulipada during the month of Magha is the main festival of Bondas. By nature Bondas are short tempered and get angry at the simplest thing and forget the relationship and commit murder. Because of this, a lot of people have been life imprisoned at the Koraput Jail. This may be one of the reasons for slow growth in their population.

Koya:

The Koya are a tribe inhabiting the hills in the north of the Godavari district and are also found in Malkangiri district. They are said to belong to the great Gond family. The Koyas have a tradition that about two hundred years ago they were driven from the plateau in the Bastar region by famine and disputes. The Koya is a Scheduled Tribes. Koyas are found in Kalimela, Podia, Malkangiri, and Korukonda area of Malkangiri District. According to 1991Census their population was 1,41,927. At Mathili and Manyamkonda area ancient Koyas tribes are generally found. Their village consists of 30 to 40 families. They don't settle at any place permanently because it's a belief that there may be some natural calamity will occur or the local God will be displeased. They rear Pigs, Goats, Cows, and Hens. The main festival of Koyas is "Bijapandu" festival celebrated in the month of Chaitra. They live in low thatched houses. They cultivate Tobacco leaf, Mandia, Maize, Bhatta Paddy. Mahula and Salapa is their ideal drink. They believe in puja and local medicine for their illness and disease. They use very little quantity of milk. The head of the Koya village is called "Peda" and the post is hereditary. Few villages constitute a "Mutha" or "Panchayat" and the head of the Mutha is called "Muthadar". A "Katual" is there to help Muthadar in the village. Koyas are found to be patriotic. In 1880 there was revolt against British rule by the great Koya leader Tama Dora, which was famous as "Koya Revolution" in the Indian history.

Paraja:

The Parojas or Parajas are the hill cultivators found in the district of Ganjam and undivided Koraput. There are seven classes of these Parajas, which differ from each other in points of language, customs, and traditions. The Parajas seem to have inhabited this country from about the second century of the Christian era. The Parajas are divided into 12 tribes and each tribe is called after the region in which it lives. They have been enlisted as Scheduled Tribe. Other than Malkangiri, Parajas are found in un-divided Koraput, Kalahandi, Sundergarh, Dhenkanal, Phulbani, Puri, Cuttack and Maurbhanj districts of Orissa. In 1971 their number was 11,361. They occupy the third position in population in this district. They have been divided into Jhadia, Barenga, Penga and Konda.

Gadaba:

The Gadaba are a primitive tribe classified as mundari or Kolarian on linguistic grounds. The word Gadava, Mitchell states, signifies a person who carries loads on his shoulders. The tribe call themselves Guthan. They speak a mundari dialect, called Gadava after tribal name and are one of the two-mundari tribes found so far south as Visakhapatnam. The Gadavas are a tribe of Agriculturists, coolies, and huntres. The Gadavas are also employed as bearers in the hills and carry palanquins. There is a tradition that the tribes owes its name to the fact that its ancestors emigrated from the bank of Godavari river and settled in Nandapur, the former capital of Rajas of Jeypore. The Gadavas are also employed as bearers in the hills and carry palanquins. The Gadavas have a language of their own, of which a vocabulary is given in the Vuzagapatam Manual. The Gadavas living in such villages in the vicinity of the more civilized people forget their native tongue, dress, and custom and took up those of the civilized man. It is now very hard to identify the tribe of such men unless they themselves tell us what their tribe is. They are enlisted as Scheduled Tribe. Besides Malkangiri this tribe is found in Koraput, Kalahandi, Sundergarh, Ganjam, Sambalpur Boudh and Phulbani districts of Orissa. They like to marry within their relations. Cultivation and cattle rearing is the means of their livelihood.

Didayi:

Didayis are the important tribal race. These people have rich heritage. They said to be the progeny of Bondas. Thurston holds the view that the Didayis are part of the Paraja tribe. Dr. Elwin quoting a Bonda myth says "The eldest brother was a Bhoi Gadava, the next an Asur Gadava and the remaining ten Kondo, Bondo, Didayi etc." The relationship of the Didayis of the Bonda, Paraja and the Gadava is very intimate and matrimonial relationships between the Didayi and others, though clandestine in nature, are not found wanting. In spite of all these they maintain their distinctive identity and cannot be regarded as a part of any tribe. They have been enlisted as a scheduled tribe. Didayees are settled in Malkangiri on the both sides of the river Machhakunda in the center of Kandakamberu Hills. Didayees live in five Panchayats of Kudumulugumma Block. Didayees have their own language. They live in houses made of wood and bamboo. They color the walls of the houses. Their houses are very neat and clean, hunting; fishing and cultivation are the main occupation of Didayees. They are very religious in faith. The cultural life, hospitality, and method of treatment of diseases are most praise worthy. For the development of Didayees there is a Didayee Development Organisation formed by the Government is working here.

2.4.5.2 Literacy rates of major tribes:

The literacy rate of some major tribes of the state in two decades is presented below.

Table 2.12

ST Population and Literacy rates of major tribes in the sample districts

Name of the ST	Population		Literacy rate (%)		Gap in Literacy rate (%)
	1991	2001	1991	2001	(1991-2001)
Kandha	1140374	1395643	20.17	31.87	11.70
Paraja	353336	317301	06.76	17.96	11.20
Gadaba	67138	72982	10.36	21.23	10.87
Didayi	5471	7371	06.22	12.62	06.40
Bonda	7315	9378	04.20	14.69	10.49
Saora	403510	473233	25.58	41.13	15.55
Koya	141927	122535	11.55	11.73	00.18
Orissa	**7032214**	**8145081**	**22.31**	**37.37**	**15.06**

From the table it is found that literacy rate among all the major tribes found in the study area, have increased between the decade 1991 and 2001.The difference in literacy rate is highest among the Saura tribe whose literacy rate have increased from 25.58 percent to 41.13 percent making a difference of 15.55 percent during the decade 1991-2001 followed by Kondh (11.7%) and Paroja (11.2%) tribe. There is a very little growth in literacy among the Koya(0.18%) followed by Didayi (6.4%) during the decade 1991-2001 who are living side by side in the same area as neighbors. It may be inferred that the developmental activities of the Government relating to the education have either not implemented properly or the tribes do not have received it with positive attitude.

2.6 Major Economic Activities:

The major economic activities of the tribal communities are agriculture, but fishing, hunting, collection of minor forest produce, horticulture and food gathering are significant practices. Paddy is the principal crop grown by the tribals, but it is supplemented by some other crops, mainly wheat, sugarcane, seasonal vegetables, maize, mustard and niger etc. Apart from agriculture, they depend upon activities, like horticulture, livestock rearing, fishing, trading of agricultural product as well as forest produce and work as daily labourers.

2.6.1 Agriculture:

The major agricultural crops grown in the study areas are rice, supplemented by wheat, maize, suan and jowar. Besides some of the tribals grow vegetables like brinjal, tomato, beans, cauliflower, cabbage, raddish, mainly in plain areas near the bank of river and streams. They also produce cash crops like mustard, niger, til and cotton to supplement their income. They also collect and sell minor forest produce like tamarind, myrabulam, mushroom, mahua flowers, sal leaf, sal seeds, char seeds, cane, honey, lac, resin and castor.

2.6.2 Horticulture:

Rayagada area with its vast agro climatic conditions provides enormous scope for cultivation of wide range of tropical and subtropical horticulture crops and temperate horticulture crops.Different varieties of mango, banana, jackfruit, litchi, lemon, guava, pineapple, sapeta & spices like ginger, turmeric are grown in the study areas.

2.6.3 Forestry:

The study districts have been historically rich in forest resources. Though the people have been using these forests very intensively and eking out their livelihood from this source, forests of this region have not received adequate investments and managerial inputs over time. Intensive use of forests for sustenance coupled with lack of insufficient investments and managerial inputs are, thus, continuously leading to forest degradation. Although one third (16,131 sq.km.) of the geographical area of this region is recorded as forests, only 11.3% (5,473 sq.km) is actually dense forest (i.e., with crown density over 40%) as per satellite imagery data. It has been further ascertained that 9% (4,332 sq.km.) forest area is completely devoid of vegetal cover. Another 13.5% (6,327 sq.km.) forests are open having crown density more than 10% but less than 40%.

The forest area constitutes 12979.49 sq. km in the five study districts and is about 41.48% area. The forest area is mainly covered by dense mixed jungle with deciduous woods and high grass. The geographical and forest area of the study districts are presented in the table below.

Table 2.13

Geographical and Forest area of the study districts *(Area in sq. km.)*

Name of the districts	Total geographical area	Total forest area	Percentage of forest area to total area
Koraput	8807	1879.53	21.34
Rayagada	7073	2812.33	39.76
Nabarangpur	5291	2462.73	46.55
Malkangiri	5791	3355.92	57.95
Gajapati	4325	2468.98	57.09
Sub-Total	**31287**	**12979.49**	**41.48**
ORISSA	**155707**	**58136.91**	**37.34**

The main minor forest produce collected from the forest by the tribals are tamarind, mahua flower and seeds, kendu leaf, honey, resin, tassar, myrabolam, siali and sal leaves,sal seeds bamboo and fire wood etc. The tribals have rights to collect 69 varieties of minor forest produce either for their consumption or for sell in the market.

2.6.4 Household Industry:

Lac is an important forest product, which is considered to be the auspicious material by the tribal and they make traditional bangles, toys, boxes, and many other fashionable articles out of it. A special kind of Hill Grass is found in the hilly parts of those districts, out of which the tribal farmers and artisan group make beautiful hill brooms. Tussar culture is practiced mainly in Nawarangpur block. Besides, the tribe inhabiting the study districts collects honey in a traditional way. Carpentry, weaving, bamboo and wood works, mat making are also practiced by the tribal of the study districts. The people of Gajapati district prepare Jai-khadi

bags, Cane works, and Siali leaf plates to supplement their income. Besides, among the cottage industry activities of the area the artisan groups are involved in black-smithy, carpentry, weaving, bamboo, and woodwork and mat making.

2.7 Extent of Poverty:

According to the Planning Commission's National Human Development Report, 2001, the percentage of poor people in the State (47.15%) was well below the national average (26%) in 1999-2000.

The National Institute of Rural Development, Hyderabad, recently conducted a detailed study of regional disparities in development and poverty. Its report "India Rural Development Report", 1999, attempts to identify low poverty, medium poverty, high poverty, and very high poverty regions across the country, on the basis of 1993-94 rural poverty ratios. Accordingly, the 'very high poverty' regions of the country with a rural poverty ratio of above 60 are Southern (undivided) Bihar, South-western (undivided) Madhya Pradesh, Southern Orissa and Southern Uttar Pradesh.

The book titled "District Level Deprivation in the New Millenium" written by Bibek Debroy of Rajiv Gandhi Institute for Contemporary Studies and Laveesh Bhandari of Indicus Analytics use six indicators such as income (poverty ratios), hunger, infant mortality rate, immunization, literacy rate and enrollment ratios to come up with a list of 69 backward districts in India. They use the notion that a district is backward if it is in the bottom 25 percentile in at least four of the six indicators. In their list of 69 backward districts, there are 10 districts from Orissa. Those are: Koraput, Nawrangpur, Rayagada, Gajapati, Balangir, Kalahandi Nuapada, Kandhamala , Mayurbhanj, and Sundergarh. Of these, first four districts fall within our study area. The percentage of BPL households in the study districts as per the 1997 BPL survey are presented in the Table below.

Table 2.14
District-wise percentage of BPL Households in the study area

Sl. no	District	Percentage of BPL Households			
		ST	SC	Others	Total
1	Koraput	135217 (53.61)	52243 (20.71)	64781 (25.68)	252241 (83.81)
2	Rayagada	91615 (67.47)	22290 (16.42)	21880 (16.11)	135785 (72.03)
3	Nabarangpur	81384 (51.28)	37080 (23.36)	40240 (25.36)	158704 (73.66)
4	Malkangiri	91100 (64.80))	29978 (21.32)	19508 (13.87)	140586 (81.88)
5	Gajapati	37,197 (54.09)	11,340 (16.49)	20,226 (29.41)	68,763 (61.38)
	Sub-Total	**436513**	**152931**	**166635**	**756079 74.56 %**
	ORISSA	**NA**	**NA**	**NA**	**4493410 (66.23) (*46.4)**

Source: BPL Census, 1997, Panchayat Raj Department, Government of Orissa

- *Economic Survey, 2008-09 (Data of 2004-05)*

From the table it is seen that, the percentage of BPL household is highest (83.81%) in Koraput district and lowest (61.38%) in Gajapati district. It is seen that the household below poverty line is much higher in all study districts than the State average (46.4%) as per Economic Survey data, 2008-09 and the households of the study districts below poverty line is also higher than the State average (66.23%) except Gajapati district where the BPL percentage is 61.38% according to BPL Census data,1997.

Table 2.15
Block Wise BPL families (1997)

Name of the District	Name of the Block	Name of the sample School	Total Families	No. of BPL families	% of BPL families
Koraput	Dasmanthpur	1. G.H.S.Podagada 2. H.S.Dasmanthpur	18984	16964	89.36
Rayagada	Kasipur	9. G.H.S.Dangasil	31321	24582	78.48
	Gunupur	10.G.H.S.Puttasingh	16101	11210	69.62
Nabarangpur	Kosagumda	7. H.S.Kodianga	31856	18945	59.47
	Raighar	8. H.S.Timanpur	26015	18170	69.84
Malkangiri	Khairput	5. H.S.Mudulipada 6. G.H.S.Mudulipada	9207	8371	90.92
Gajapati	Mohana	3. G.H.S.Antarba	26169	20398	77.95
	Nuagada	4. H.S.Dogharia	9511	6379	67.07
	Sub-Total		**169164**	**125019**	**73.90**
	Orissa		**6784127**	**4493410**	**66.23**

Source: BPL Census, 1997, Panchayat Raj Department, Government of Orissa

Total 10 schools selected for the study from the 5 districts are covered under 8 blocks. The BPL Census, 1997 shows that maximum number of people (90.92%) is below poverty line in Khairiput block of Malkangiri district followed by Dasmanthpur block (89.36%) of Koraput district and Kasipur block (78.48%) of Rayagada district. Figures of all the blocks covered under the study taken together shows that more than 73 per cent people are living below poverty line.

2.8 Existing Infrastructures supporting education:

2.8.1 Connectivity:

Establishment of road connection is of prime importance for making delivery system of development intervention more effective. So development of connectivity has been given greater priority in the area. Number of railway stations and categories of road along with its length in Kms., study district wise, is indicated below in the Table.

Table 2.16
Categories of Roads (in kms.) in study districts

Name of the districts	No. of railway stations	Categories of Roads (in kms.)						
		N.H.	S.H.	District Roads	Forest Roads	P.S. Road	G.P. Road	Village Road
Koraput	20	174	213	451	217	986	4973	778
Rayagada	10	-	391	199	198	4032	751	931
Nawarangpur	-	42	122	N.A	292	5127	1305	1019
Malkangiri	-	-	252	110	98	357	2954	824
Gajapati	07	-	250	105	107	301	4253	479
Sub-Total	37	216	1228	-	912	10803	14236	4031

Source: Statistical Handbook, 2005 , DOE&S, Orissa

2.8.2 Educational Institutions:

The educational institutions cover Primary, M.E, and High schools of Education Department of School and Mass Education Department and Sevashram, Residential Sevashram, Kanyasharam and High Schools with Hostel facilities of S.C & S.T Development Department existing in the study area. The number of existing Educational Institutions under of S.C & S.T Development Department & S& M.E Department of the area is presented in Table- 2.17 and Table-2.18, respectively.

Table 2.17

District-wise Existing Educational Institutions under SSD Department, 2009

Name of the District	Sev ashram	Residential Sevashram	Ashram	High School	Girls High School	Ekalabya Model School	Higher Secondary school (Sc. & Com.)	Total Educational Institution
Koraput	100	10	09	17	14	1	1	152
Rayagada	75	16	09	15	12	1	1	129
Nabarangpur	43	12	02	14	11	1	1	84
Malkangiri	45	06	01	8	7	-	1	68
Gajapati	46	03	03	7	6	1	-	66
Sub-Total	**309**	**47**	**24**	**61**	**50**	**4**	**4**	**499**
ORISSA	**1026**	**142**	**109**	**155**	**143**	**11**	**08**	**1605**

Source: Statistical cell, SSD Department, 2009

As per the information supplied by the Statistical cell ,SSD Department during the year 2009,there were all total 1605 educational institutions were established by the SSD Department in the State,out of which 1026 were sevashrams,142 Residential Sevashrams,109 Ashram schools,155 High Schools,143 Girls High Schools,11 Ekalabya Model Schools,08 Higher Secondary schools(Sc.&Com) to impart education to SC &ST students of the State. The percentage of all educational institutions of SSD Deptt. established in the study districts are 31% where as the percentage of number of high schools including Girls High Schools, EkalabyaModel Schools and Higher Secondary school(Sc.&Com.) are 38%.

Table -2.18

District-wise Existing Educational Institution under Education Department

Sl. No	Name of the study district	Primary School	Upper Primary School	High School	College
1	2	3	4	5	6
1	Koraput	1673	206	111	18
2	Rayagada	1422	154	75	12
3	Nabarangpur	973	220	80	8
4	Malkangiri	814	91	49	9
5	Gajapati	1075	92	60	11
	Sub-Total	**5957**	**763**	**374**	**58**
	ORISSA	**48405**	**19157**	**7435**	**1958**

Source: Statistical Hand Book, 2001, Economic survey, 2008-09

During 2007-08,there were 48405 Primary schools,19157 Upper Primary schools,7435 High Schools and 1958 (488 Non Govt. Aided ,886 Non Govt.Un Aided,584 Govt Colleges) colleges in the State. There were 5957 Primary Schools,763 Upper Primary Schools,374 High Schools and 58 Colleges of S &ME Deptt in the study districts .All total there are 691 High schools (317 High schools including (both Boys & Girls high schools of 298 nos.), Higher Secondary schools(8) & Ekalabya Model Schools(11) of SSD Department and 374 high schools of S &ME Deptt.) in the study districts where the number of GP is 803, which still do not fulfill the Govt. norm of establishing a high school in each GP.

Study block wise educational institutions of SSD Deptt and S&ME Deptt are presented below.

Table -2.19

Block-wise Existing Educational Institutions under SSD Department, 2009

Name of the District	Name of the Block	Seva-shram	Residential Sevashram	Ashram	High School	Girls High School	Ekalabya Model School	Higher Second. School (Sc.& Com.)	Total Educational Institution
1	2	3	4	5	6	7	8	9	10
Koraput	Dasmanthpur	-	-	-	1	1	-	-	2
Rayagada	Kasipur	2	2	-	1	1	-	-	-
	Gunupur	1	1	-	1	2	-	-	-
Nabarangpur	Kosagumda	2	2	-	2	1	-	-	-
	Raighar	3	3	-	2	1	-	-	-
Malkangiri	Khairput	2	2	-	2	2	-	-	-
Gajapati	Mohana	1	-	-	1	2	-	-	-
	Nuagada	-	-	-	1	1	-	-	-
Sub-Total		11	10	-	11	11	-	-	-
ORISSA		1026	142	109	155	143	11	08	1605

Source: Statistical cell, SSD Department, 2009

Table-2.20

Block-wise Existing Educational Institution under Education Department

Sl. No	Name of the Study district	Number of G.P.s	Primary School	Upper Primary School	High School	College
1	2	3	4	5	6	7
1	Koraput	226	1673	206	111	18
2	Rayagada	171	1422	154	75	12
3	Nabarangpur	169	973	220	80	8
4	Malkangiri	108	814	91	49	9
5	Gajapati	129	1075	92	60	11
	Sub-Total	803	5957	763	374	58
	ORISSA	-	48405	19157	7435	1958

Source: Statistical Hand Book, 2001, Economic Survey, 2008-09.

- There are 5957(12.31%) Primary Schools, 763(3.98%) U.P Schools, 374(5.03%) High Schools, and 58(5.41%) Colleges existing within the study districts. In all the study districts, the existing numbers of high schools are less than their number of GPs.
- From the above analysis it is found that the existing educational institutions are not adequate enough to serve all the population for their access to the educational facilities.

2.8.3 Health Care Facilities:

The Existing health infrastructure available in the study area is presented in Table-2.21.

Table-2.21
Study District-wise Medical Institutions (2004-05)

Sl. No	Name of the District	Hospital	C.H.C	P.H.C	Dispen saries	No. of Docto rs	Homi/ Dispensary	Ayur-vedic Dispensry	M.H.Us & materninty centres
1	*2*	3	4	5	6	7	8	9	10
1	Koraput	1	5	55	15	142	11	18	15
2	Rayagada	2	4	41	2	91	09	20	12
3	Nabarangpur	1	7	40	2	96	14	22	11
4	Malkangiri	1	3	28	6	51	2	4	10
5	Gajapati	1	3	4	-	59	3	4	2
	Sub Total	6	22	161	19	439	39	68	50

Table -2.22
Block-wise Medical Institutions (2004-05)

Name of the District	Name of the Block	Hospital	C.H.C	P.H.C	Dis-pensary	No. of Doctors	Homio pathic Dispe.	Ayur vedic Dispe.	M.H.U
Koraput	Dasmantpur	-	-	4	1	9	2	1	2
Rayagada	Kashipur	-	1	6	-	9	-	2	2
	Gunupur	-	-	2	1	4	-	-	1
Nabarangpur	Kosagumuda	-	1	5	-	9	3	4	2
	Raighar	-	1	6	-	10	2	3	1
Malkangiri	Khairiput	-	-	1	3	4	-	1	1
Gajapati	Mohana	-	1	-	-	13	-	3	1
	Nuagada	-	-	1	-	06	2	-	-
Sub-Total		-	4	25	5	64	9	14	10

Source: D.S. Hand Book 2005 DOE&S, Orissa

From the table it is found that the health institutions present in the area are not sufficient for the people. Besides, doctors are not found present in the hospital/dispensary in many of the times.

2.8.4. I.C.D.S:

Block-wise distribution of Anganwadi Centers and SHGs are presented in Table-2.23.

Table -2.23
Block-wise number of Anganwadi Centers and SHGs

Name of the District	Name of the Block	No. of villages	No. of Anganwadi centres	No. of S.H.Gs
Koraput	1. Dasmantpur	165	NA	NA
Rayagada	2. Kashipur	416	131	NA
	3. Gunupur	123	NA	NA

Nawarangpur	4. Kosagumuda	120	136	266
	5. Raighar	117	151	407
Malkangiri	6. Khairiput	119	NA	514
Gajapati	7. Mohana	476	NA	NA
	8. Nuagada	178	NA	NA

Source: Dist. Statistical Handbook, 2005

From the table it is seen that in Kashipur block the Anganwadi centers are much less(131) than the number of villages(416).But as per the Govt. norm, there should one Anganwadi center/Sub Centre in each village. In Kosagumuda and Raighar block of Nawarangpur district,the number of Anganwadi centers are more than the number of villages. In other blocks the information on number of Anganwadi centers is not available.

2.8.5 Public Distribution System:

Providing food security to the vulnerable people and maintaining food chain in the hunger prone areas is the prime responsibility of the Government. Public Distribution System aims at ensuring access to essential commodities to the people through fair price shops and maintaining transparency in the system of distribution. Since August 2008, State Government has made a provision to supply 25 Kg. of rice @ Rs 2/- per Kg to each BPL families of the State. This benefit has also been extended to the ST & SC boarders of educational institutions of SSD Department. A brief account on the Public Distribution Centers in the study districts are presented in Table-2.24.

Table -2.24
District wise number of PDS centres

Name of the Study District	Total number of inhabitated villages	Number and Percentage of BPL Households	Number of PDS centers	Average number of BPL Households covered under a PDS center.
Koraput	1944	252241 (83.81)	892	283
Rayagada	2469	135785 (72.03)	338	402
Nabarangpur	890	158704 (73.66)	798	199
Malkangiri	878	140586 (81.88)	340	413
Gajapati	1528	68763 (61.38)	379	176
Sub-Total	**7709**	**756079 (74.56)**	**2747**	**275**

Source: D.S. Handbook 2005 D.O.E.&S. Orissa

Table -2.24 (a)
Block wise number of PDS Centers

Nam of the Districts	Name of the Blocks	Total population of the block	No. of existing Retail shops	Number of retail shop actually required
Koraput	1. Dasmantpur	70946	54	71
Rayagada	2. Kashipur	121086	17	121
	3. Gunupur	66046	18	66
Nawarangpur	4. Kosagumuda	134669	120	135
	5. Raighar	157346	65	157

Malkanguri	6. Khairiput	34446	19	34
Gajapati	7. Mohana	115808	88	116
	8. Nuagada	46936	25	47
Sub Total		**747283**	**406**	**747**

It is found that the number of existing retail shops in 8 blocks of the study districts is 406 where as the required number is 747.According to the norm of the Government, there should be one PDS Center for 2000 population in urban and plain areas whereas it is 1000 population for tribal and inaccessible areas. From the above table it is seen that the existing PDS Centre in all the eight study Blocks is insufficient and is much less than the required number of Centers. In Kashipur and Gunupur Blocks of Rayagada districts this is much less i.e. 17 and 18 numbers respectively in comparison to the total population of the area where one PDS serves 7123 population in Kashipur block and 3669 population in Gunupur block of Rayagada district. Though Kashipur area is frequently coming under news coverage for high incidence of poverty and starvation death and Government has taken up specific measures to combat the situation, still the deficiency is found in terms of insufficient PDS Centre existing in the area. The rice @ Rs.2/- is provided to all the schools. Still, the deficiency of 20/25 kgs of rice per month in school is found which are purchased at market rate @ Rs17/- per kg. Thus provision may be made at Govt level for supply of rice @ Rs.2/-as per the requirement of the school in every month so that the students will not remain in half fed which in turn adversely affect their study.

CHAPTER - III

Profile of the Sample Schools and Teachers

A large number of schools were opened and the provision of varieties of schools with additional facilities extended in the tribal areas. In spite of all these educational facilities, the literacy rate of the tribal continues to remain low. Various interrelated aspects of the tribal societies inhibiting the areas where the schools are functioning are:

a) The geographical location of the tribal community,
b) The socio-cultural factor of the community,
c) The type of school and its location,
d) Various infrastructure facilities available in the school,
e) The teaching learning material,
f) The qualification and training experiences of the teachers,
g) Relevance of curriculum and its transaction,
h) Teaching learning process,
i) Attitude of children towards schools and motivation of teachers, and
J) Involvement of parents/community in the school activities.

The findings of some earlier studies reveal that due to geographical isolation and cultural alienation of tribal communities, the efforts made by various governmental agencies for educational promotion of tribals have not yielded the desired result. The policies formulated lack the missionary zeal. As a result, the tribal communities remained backward socially, economically and educationally. The failure to ensure higher enrollment and retention of the children by reducing dropouts may be due to poverty, lack of learning environment at home, utilization of children for economic pursuits by parents, poor schooling facilities, inadequate learning materials and irrelevance of the curriculum for the society as there is no vocation related curricular for carrying out economic pursuits. Moreover, the children experience difficulty in learning at schools and do not experience freedom at schools. The parents expect immediate earning for continuing their livelihood, which otherwise the schools do not provide them immediately.

3.1 Educational status in Orissa

The average literacy rate in Orissa was 63.08 per cent as against the all India average literacy of 64.8 per cent during 2001. Male literacy rate was 75.95 per cent and female literacy rate was 50.51 per cent. Total 48,405 Primary Schools with 45.20 lakh enrolment and 1.20 lakh teachers in the State did exist as on 2007-2008. There is one Primary School for every 3.2 sq. km area. Mid-Day-Meal Programme has been operational since July 1995. In 2007-08, about 42.30 lakh children in 65,528 primary schools and 5, 26,166 upper primary students in 8,410 upper primary schools were covered under the scheme. There is one Upper Primary School for each 8.13 sq. km area in the State. Overall dropout rate at the primary stage was 7.79 per cent, the dropout rate for girls being 7.83 per cent and for boys it was 7.76 per cent during 2007-08. The dropout rate at the primary stage was 12.54 per cent for SCs and 16.89 per cent for STs. Dropout rate at upper primary stage has decreased from 59 per cent in 2002-03 to 13.27 per cent in 2007-08, for SCs from 47.50 per cent to 18.80 per cent and for STs from 77.70 per cent to 23.83 per cent

during a gap between the same year. This shows that the dropout among the ST students at upper primary level has reduced to a greater extent in comparison to other communities from 2002-03 to 2007-08, but in absolute term, it shows high in comparison to other communities.

Secondary stage of education from Classes VIII to X is under the academic control of the Board of Secondary Education. During 2007-08, 7435 High Schools were functioning in the State, out of which 3,486 were Government High Schools and 658 were aided schools. During 2007-08, there was one High School for every 20.94 sq. km. The total dropout rate in high school has decreased from 69.5 per cent in 2001-02 to 59.6 per cent in 2007-08, the dropout rate of boys was 58.2 per cent and for girls it was 61 per cent and for SCs it was 70 per cent and for STs, 72.8 per cent during 2007-08. The Council of Higher Secondary Education regulates Higher Secondary Education, conducts examination and co-ordinates University Education. During 2007-2008, there were 1958 (488 Non Govt. Aided, 886 Non Govt. Un-Aided, 584 Govt. Colleges) colleges in the State. There are 4 Government Training Colleges, six Colleges of Teachers Education, and three Institutes of Advanced Study in Education, in the State. The State has nine Universities. Computer Education was included, as on optional subject in the secondary level by the Board of Secondary Education but with the change of syllabus since 2008, this has again been excluded (Economic Survey, 2008-09).

Tribal children, like several marginalized groups of children, are trapped in a vicious circle of poverty, illiteracy, and deprivation. Children's low educational level is due to the extremely low literacy among the adults of ST Communities. The literacy rate of STs is abysmally low (37.37%) as against the State average of 63.08% percent in 2001 Census. A review of literacy rates among ST population in comparison with that of the general population during different censuses indicates a growing gap between literacy rates of these two communities.

Table-3.1

Gap in literacy rate among Total and ST population in different decades in the state

Category	1961	1971	1981	1991	2001
General population including SC and ST	25.24	30.53	38.83	49.09	63.08
Scheduled Tribes	7.36	9.46	13.96	22.31	37.37
Gap between General population & STs	**17.88**	**21.07**	**24.87**	**26.78**	**25.71**

(Source: Census 1961, 1971, 1981, 1991 and 2001)

From the above Table-3.1 it is found that in the State although, there has been a visible increase in the literacy rates of STs during the last five developmental decades, the gap between the literacy rates of STs and those of general population still persists. While, the gap between the general population and STs was found to be widening continuously for four decades from 1961 to 1991, the corresponding gap of 25.71 per cent in 2001 indicates a little bit less than the gap of 26.78 per cent in 1991.

3.2 Educational Institutions of SSD Department:

Development of STs and SCs, who constitute a considerable segment of population, is a matter of special concern of the State Government. The ST & SC Development Department has laid special emphasis on development of education among tribal to improve their life situation. In order to promote education among the STs and SCs, this Department has established a number of Educational Institutions in the State details of which are given at Table-3.2.

Table- 3.2
Educational Institutions of SSD Department

Serial Number	Category of Schools	Number of Institutions
1	Ekalabya Model Residential School	11
2	Higher Secondary School (Science &Commerce)	08
3	High Schools	155
4	Girls' High Schools	143
5	Ashram Schools	109
6	Secondary Teachers Training Schools	02
7	Residential Sevashram	142
8	Sevashram	1026
	Total	**1596**

(Source: Annual Report 2008-09,ST & SC Dept. & Minorities and Backward Classes Welfare Dept. GoO)

As many as 1596 educational institutions of the SSD Department are functioning in 28 districts (Except Jagatsingpur and Kendrapara) of the State to provide educational facilities to ST/SC children. There are 298 High Schools of the SSD department out of which, 143 are Girls' High Schools. Besides, 8 Higher Secondary Schools (Science and Commerce) have been established in different districts to provide higher education to the Tribal students. During the year 2006-07, 36 Kanyashrams functioning under this Department have been upgraded to Girls' High Schools. Besides 1596 number of schools, the ST & SC Development Department has also established a number of hostels, some of which are attached to Schools and Mass Education Department Schools to provide the residential facilitate to ST&SC children. There are total 3197 hostels (1548 numbers of Primary School Hostels in different Blocks of ITDAs, 646 Primary School Hostels for ST Girls and Boys in KBK districts and 1003 ST Girls Hostels) in the State for promotion of education among ST students. The SSD Department has opened 52 numbers of Girls High Schools from Class VI to Class X in the tribal blocks of the State during 2008-09 where there were no Girls' High Schools. Each school has strength of 250 girl students. From among the 52 newly established Girls High Schools, as many as 21 such schools have been established in five study districts.

In order to impart higher education to the children of PTGs and to reduce drop out rate, 19 Educational Complexes have been set up in 2008-09 in 17 Micro Project areas. Out of 19 Educational Complexes, 8 such complexes are located in three study districts, such as Rayagada, Gajapati, and Malkangiri districts.

3.3 Low Performance in ST&SC Development Department Schools:

Most of the Schools run by the ST&SC Development Department are residential in nature and several basic facilities are provided in these schools to check the dropouts and to improve the standard of education. But in reality, while some of the Schools are showing very encouraging results in high school examinations, several other schools under this Department are showing very miserable/discouraging results.

In Orissa, a total of 75 ST and SC Department schools in 19 districts have shown either zero or less than 30 per cent pass out results in HSC examinations over a period of 5 years, i.e., 2004-05 to 2008-09. The year 2005-06 had the discredit of both, highest no.of zero and less than 30 per cent pass out result schools in the annual HSC examination.

Among 75 high schools, 26 schools in 2004-05, 31 schools in 2005-06, 15 schools in 2006-07, 20 schools in 2007-08 and 21 schools in 2008-09 have shown less than 30 per cent pass out results. The schools which show extremely low performances were located mostly in KBK districts, like Rayagada, Nabarangpur, Koraput, Kalahandi and Malkangiri. Manigaon HS of Nabarangpur district had continuously shown less than 30 per cent pass out results in all the 5 years. Further Mudulipada HS of Malkangiri district had shown zero result in the year, 2005-06 and less than 13 per cent pass out results in three years, 2004-05, 2006-07 and 2008-09. During 5 years, out of 75 schools, 49 schools had shown less than 30 per cent pass out results once, 13 schools twice, 5 schools thrice.

Out of total 75 schools, 9 schools, including 5 girls' high schools, recorded with zero pass out in different years as indicated below. Such results are reported mostly in the year 2005-06 and particularly in the KBK areas, like Rayagada, Malkangiri and Nabarangpur districts.

Table- 3.3
Poor performance ST&SC Development Department schools in Orissa

Sl. No	Name of Schools	Year of zero result
1.	Timanpur High School, Nabarangpur Dist.	2004-05
2.	Dambasora Girls High School, Rayagada Dist.	2005-06
3.	Dangasil Girls High School, Rayagada Dist.	2005-06
4.	Kudumuluguma Girls High School, Malkangiri Dist.	2005-06
5.	Mudulipada High School, Malkangiri Dist.	2005-06
6.	Panasput High School, Malkangiri Dist.	2005-06
7.	Chandrapalli High School, Baragada Dist.	2005-06
8.	K. Maligaon Girls High School, Rayagada Dist.	2006-07
9.	Mudulipada Girls High School, Malkangiri Dist.	2008-09

3.4 ST & SC Development Department Schools in Sample area:

In fact, there are some tribal pockets in the State where some specific schools are showing zero/below average results. The study areas include such tribal pockets. In 8 study blocks of 5 selected districts, there are 45 (2.8%) educational institutions established by the Govt. in SSD Department to impart education to the tribal children. Out of 45 educational institutions, 11 are Sevashrams, 10 are Residential Sevashrams, 2 are Ashram Schools, 11

numbers of each are Girls' High Schools and High Schools (Both Boys'& Co-education HS). Educational Institutions of SSD Department in sample blocks are presented below.

Table- 3.4
Sample districts and Block wise number of Educational Institutions of SSD Department

Name of the Districts	Name of the Block	Number of educational institutions of SSD Department in the sample Districts and Blocks					
		Seva-ashram	Residential S/S	Ashram schools	Girls High School	High School	Total
Koraput	Dasmanthpur	-	-	-	1	1	2
Rayagada	Kashipur	2	2	-	1	1	6
	Gunupur	1	1	-	2	1	5
Nawarangpur	Kosagumuda	2	2	-	1	2	7
	Raighar	3	3	1	1	2	10
Malkangiri	Khairput	2	2	-	2	2	8
Gajapati	Mohana	1	-	-	2	1	4
	Nuagada	-	-	1	1	1	3
Total		11	10	2	11	11	45

3.4.1 Location of sample Schools:

The tribals inhabit in the forests in a scattered manner. Most tribal villages have a population below 100. So, it becomes impossible to open up separate schools in each village where the required students' strength is not available. On other land, tribal habitations remain segregated from each other by some geo-physical barriers, like rivers, hills, and forests. So these geo-physical barriers create a hindrance for the children of a tribal village to attend the school in a neighboring village. In some tribal districts, there are even no primary schools within 1 km. radius. But in many villages the population is estimated to be below 100. In such a case the tribal children are deprived of schooling facilities. It is to say that most of the tribal children are not getting enough scope to have primary education and those who are getting it are just attending the class to have a mid-day-meal without getting any knowledge. Disinterest in study from the beginning as well as promotion to the next higher classes without any annual test leads to low performance at higher level. The 'provision of boarding facilities by the Government has solved the problem to some extent. Still, some lacuna exist which leads to low performance at high school level.

Ten schools of eight Blocks in five districts of southern Orissa were selected for the study. They were Govt. Girls' High School, Podagada and Govt. High School, Dasmanthpur in Dasmanthpur block of Koraput district, Govt. Girls High School, Dangasil in Kashipur block and Govt. Girls High School, Puttasing in Gunupur block of Rayagada district, Govt. High School, Kodinga in Kosagumuda block & Govt. High School, Timanpur in Raighar block of Nabarangapur district, Govt.High School, Mudulipada and Govt. Girls' High School Mudulipada in Khairput block of Malkangiri district, Govt.Girls High School, Antarba in Mohana block and Govt. High School, Dogharia in Nuagada block of Gajapati district.

Podagada Govt. Girls High School, Koraput

Govt. Girls' High School, Podagada comes under Dasmanthpur block of Koraput district. It is located at a distance of 37 Kms. from the block headquarters and 17 Kms. from district headquarters, which is adjacent to the State Highway.

Govt. High School, Dasmanthpur comes under Dasmanthpur block of Koraput district. It is located at a distance of 3 Kms. from block headquarters and 57 Kms. from district headquarters. It is well connected with black-topped road. All the infrastructure facilities like post office, telephone, dispensary/ hospital are available at block headquarters.

Govt. Girls High school, Dangasil comes under Kashipur block of Rayagada District. It is located at a distance of 20 Kms. from the block headquarters and 80 Kms. from district headquarters. It is connected with fair weather road. Tikiri Railway station is also nearest to this school, which is located at 15 Kms. distance from the school. All the infrastructure facilities like Post Office, Telephone, and Dispensary/Hospital are available at block headquarters.

Govt. Girls High school, Puttasing is located at a distance of 110 Kms. from the district headquarters, Rayagada and 20 Kms. from Gunupur block which is located on the way to Puttasing. The school is well connected with 16 Kms. black topped road and 4 Kms. morrum road. A PHC, Sub Post Office, Telephone facilities are available at Puttasing. Micro Project headquarters for development of Lanjia Saora (PTG) are also located here.

Govt. High School, Kodinga comes under Kosagumuda block of Nowrangpur district. It is located 15 Kms. away from block headquarters and 45 Kms. away from the district headquarters. It is well connected with black topped road. The Infrastructure facilities like PHC, Police Station, and Post Office are available at G.P headquarters at Kodinga.

The Govt. High School, Timanpur comes under Raighar block of Nowrangpur district. It is situated at a distance of 6 Kms. from the block headquarters and 120 Kms. away from district headquarters. The school is connected with the block headquarters by morrum

road. There is no communication facility to the school from the block headquarters except hired vehicle. People/Students also cover the distance by walk.

Both Govt. High School, Mudulipada & Govt. Girls' High school Mudulipada come under Khairput block of Malkangiri district and are situated in GP headquarters, Mudulipada. Both the school located nearer to each other within 1 Km. distance. Both the schools are situated 14 Kms. away from the block headquarters, Khairiput and 81 Kms. away from the district headquarters, Malkangiri. Infrastructures, like Gram Panchayat Office, Ayurvedic Dispensary, Branch Post Office, Micro Project Office are located in GP headquarters. There is a Police station, PHC, Sub Post Office, Residential Sevashram of SSD Department, High school of S& ME Deptt, RI Circle, Weekly Market located at block headquarters. Khairiput and Mudulipada are well connected by black topped road. Both the High schools and some of the nearby villages of GPs are electrified. Most of the time there is no electric connection to the area. There is no market facility near by the school area. The villagers as well as the students of the school have to depend on the weekly market held at Khairiput (14Kms,) Mathili (26Kms) and Kudumulugumma (25Kms), Govindapalli(26Kms) from Schools. There is no conveyance facilities from Khairiput to Mudulipada, the GP headquarters where both the schools are located. Distance is covered either by hired vehicle or by foot. About 90 per cent students belong to Bonda community in the school.

Govt. Girls High School, Antarba located in Mohana block is situated 20 Kms. away from the Chandragiri, connected by metallic road. The distance is covered by tracts only. The distance of district headquarters, Gajapati to Chandragiri via Nuagada Chhak is 83 kms.

Govt. High school, Dogharia in Nuagada block is located in between the Nuagada Chhak and Nuagada block which are 6 Kms. to Nuagada Chhak and 58 Kms. to district headquarters, Gajapati. The school is connected by black topped road with the block headquarters.

3.4.2 Profile of the Sample Schools:

The functioning of the school depends upon the availability of adequate facilities and provision of suitable trained and qualified teaching staff. Schools, their facilities, and equipment, together with the educational system in which they function are often inadequate. In spite of these inadequacies, these schools tend to function. The schools are established in the community in order to fulfill certain objectives. The extent to which these objectives are fulfilled varies from school to school. It is almost imminent that all the schools do not necessarily fulfill all the goals. This may be due to the various societal, pedagogical, and human factors. The goals, if not in majority, but fulfilled to some extent, the purpose of schooling becomes complete. From the sociological point of view the school has two principal functions, these are to transmit the main cultural values of society and to facilitate social mobility and promote social change (Mays, 1967).

The schools functioning in the tribal villages are having very simple infrastructure facilities. The strength of the enrolled children and the children actually attending schools vary considerably from school to school. Basing on the low performance in High School Examinations in a period of five consecutive years from 2004-05 to 2008-09, ten schools of eight blocks in five districts were selected for the study. District wise name of the

sample Schools, year of establishment, year of up-gradation and geographical barriers are presented in Table 3.5 below.

Table- 3.5

Study District-wise name of the School, year of establishment and up gradation.

Name of the District	Name of the School	Year of Establishment	Year of Up-gradation	Geographical Barriers, if any
1	2	3	4	5
Koraput	Govt. Girls' High School, Podagada	1965	1987	Streams, hills
	Govt. High School, Dasmanthpur,	1991	-	Streams, hills
Rayagada	Govt.Girls High School, Dangasil	1976	1991	Forest , nalla, river
	Govt.Girls High School, Putasing	1994	2003	Hill,Forest,Nalla, River .
Nabarangpur	Govt. High School, Kodinga	1963	-	River, Forests. nalla
	Govt. High School, Timanpur	1989	-	River, forest, Stream, nalla
Malkangiri	Govt.High School, Mudulipada	1959	1988	Hills, Streams, Forest
	Govt.Girls High school, Mudulipada	1995	2006	Hills, Streams, Forest
Gajapati	Govt.Girls High school, Antarba	1993	-	Hills, Streams, Forest
	Govt. High school, Dogharia	1970	1981	Hills, Streams, Forest

Table 3.5 reflects, year of establishment, year of up-gradation and geographical barriers of sample schools. From among the sample schools, Govt. High School, Mudulipada Malkangiri district is the oldest (1959) one followed by Govt. High School, Kodinga, Nabarabgpur district. Out of 10 schools, 6 schools have been upgraded. Hills, Streams, Nallas, forests are the barriers found in each school, which the day scholars have to cross daily to attend the schools regularly.

Table- 3.6

School wise Classes exist, number of teachers and students

Name of the School	Classes exists	Sanctioned strength of teachers	Number of teachers in position	Total number of students
Govt. Girls' High School, Podagada	I to X	14	12	373
Govt. High School, Dasmanthpur,	VI to X	9	7	266
Govt. Girls High school, Dangasil	I to X	16	14(12+2*)	457
Govt. Girls High school, Puttasing	VI to X	5	04(3+1*)	240
Govt. High School, Kodinga	VI to X	13	9	721
Govt. High School, Timanpur	VI to X	13	10(8+2*)	428
Govt. High School, Mudulipada	I to X	9	08(7+1*)	379
Govt. Girls High School, Mudulipada	I to X	13	11(9+2*)	301
Govt. Girls High School, Antarba	I to X	12	07(4+3*)	369
Govt. High School, Dogharia	IV to X	13	08(7+1*)	303
Total		**117**	**90 (78+12*)**	**3837**

**Contractual Teacher*

Total ten schools, two each of the five districts, were selected for the study. Maximum students (721nos.) are studying in Govt. High school, Kodinga, Nabarangpur district. The table above indicates that the maximum numbers of 14 teachers were found in position in the Govt. Girls High School, Dangasil of Rayagada district having ten classes, followed by Govt. Girls High School, Podagada (12 teachers) of Koraput district. Further it is observed that, there was shortage of teachers in Govt. Girls High school, Antarba, Gajapati district (7 teachers in position) having ten (from I to X) classes, Govt. High School, Mudulipada (8 teachers in position) having classes I to X and Govt. Girls High school, Puttasing, Rayagada district (4 in position) having classes VI to X. This indicates that there are shortages of teachers (27 nos.) in all the sample schools, which is one of the main reasons of low performance. As against the stipulated teacher–pupil ratio of 1:40, the highest ratio was 1:80 in Govt. High School, Kodinga followed by the ratio 1:60 in Govt. Girls High School, Puttasing and 1:53 in Govt. Girls High School, Antaraba .

There ware shortage of teaching staff in majority of the schools of the SSD Department of the State. Vacancies that have arisen due to retirement and other causes were not being filled up because of the austerity measures of the Government. During the last two years those restrictions were relaxed and at the district level recruitments were made for filling up those vacancies. But regular scale of pay has not been enjoyed by those teaching staff and they were being retained on contractual basis @ Rs. 2500 /- per month in respect of trained graduate teachers. This amount has now been enhanced to Rs.5000/- per month. Most of such contractual teachers, being highly educated and getting much lesser amount than their counterparts appointed earlier and serving in that particular school, can not be motivated to serve in a dedicated manner and thus they lack the zeal and enthusiasm of new recruits. Though Government has made a provision for extra remuneration for those contractual teachers for taking extra coaching classes in their schools, it is too paltry an amount and the allotment in this concern is too meager. Again, due to shortage of teaching staff, the contractual teachers are over burdened and do not find extra time to take extra coaching classes for higher class students. In all the sample schools except 3 schools, the contractual teachers have been appointed to take classes.

3.4.3 Student strength in sample schools:

Table 3.7 presents community wise number of students as well as number of day scholars and boarders below.

Table- 3.7
Student strength in sample schools

Name of the School	Classes exists	Number of students				Day scholar	Boarder
		Total	ST	SC	OC		
Govt. Girls' High School, Podagada	I to X	373	320	49	04	31	342
Govt. High School, Dasmanthpur,	VI to X	266	236	30	-	33	233
Govt.Girls High school, Dangasil	I to X	457	387	65	05	32	425
Govt.Girls High school, Putasing	VI to X	240	237	03	-	-	240
Govt. High School, Kodinga	VI to X	721	451	125	145	47	674

Govt. High School, Timanpur	VI to X	428	377	39	12	72	356
Govt.High School, Mudulipada	I to X	379	370	04	05	05	374
Govt.Girls High school, Mudulipada	I to X	301	289	12	-	-	301
Govt.Girls High school, Antarba	I to X	369	369	-	-	04	365
Govt. High school, Dogharia	IV to X	303	303			06	297
Total		**3837**	**3339 (87%)**	**327 (8.52%)**	**171 (4.46%)**	**230**	**3607 (94%)**

(Source: Field Survey, SCSTRTI, 2008-09).

Maximum students (721nos.) are studying in Govt. High school, Kodinga, Nabarangpur district and maximum boarders (674nos.) are also residing in the same school.
Out of 10 sample schools, in 5 schools there exist classes from I to X ,4 schools have classes VI to X and the rest 1 school has classes IV to X. Total student strength of the sample schools is 3,837 out of which 3,339 (87%) are ST, 327 (8.52%) are SC and only 171 (4.46%) belong to Other Castes. The boarders constitute 3,607 (94%) of the total student strength of the schools. Among the sample schools, Govt. High School, Kodinga have highest number (721) of students and also highest number (674) of boarders though it has classes from VI to X.

Table 3.8 below shows the name of the schools selected for the study, extent of area upon which these are located along with the kissam of land on which they stand.

Table –3.8
Land Position and Area of the School

Name of the School	Area in Acres.	Land provided by	
		Govt.	Private
Govt. Girls' High School, Podagada	17.34	-	Yes
Govt. High School, Dasmanthpur,	06.07	-	Yes
Govt.Girls High school, Dangasil	10.00	-	Yes
Govt.Girls High school, Putasing	02.50	Yes	-
Govt. High School,Kodinga	18.00	Yes	-
Govt. High School,Timanpur	05.00	Yes	-
Govt.High School,Mudulipada	02.88	Yes	-
Govt.GirlsHigh School Mudulipada	01.73	Yes	-
Govt.Girls High School, Antarba	08.50	-	Yes
Govt. High School, Dogharia	10.00	Yes	-

The Table 3.8 shows that six schools buildings are constructed on Government land and 4 schools namely Podagada GHS and Dasmanthpur HS of Koraput district, Antarba HS of Gajapati district, and Dangasil HS of Rayagada district on private land provided by the private person/villagers. The size of the school areas differ from 1.73 Acres at the smallest in case of Mudulipada GHS,Malkangiri district to18.00 Acs at the largest in case of Kodinga HS, Nawarangpur district, where the student strength is the highest number, 721.

3.5 Infrastructures available in sample schools

Enrolment in SSD Department schools has been increasing year by year, but the infrastructural facilities at schools though improved they have not commensurate keeping the need in view. This adversely affects the study of students, especially in tribal areas which is one of the major causes of low performance. The inadequacy of school infrastructure begin with lack of sufficient class rooms, hostel rooms for boys and store rooms. A more serious problem is that of poor maintenance and utilization of existing facilities. Congenial school environments, which can be created by utilizing available resources, are not utilized properly. Another concern is teacher–student ratio in the school, which found highly uneven. Student's achievements reflect both family background (household and parental education) and school characteristics. The critical school characteristics include infrastructure facilities, teacher attributes, and the teaching learning process.

The positive association between school facilities and students achievement is stronger in the educationally backward States. The pupil teacher ratio also matters, pupils' achievement drop if it exceeds 50. Besides, teacher's qualification and training have a positive and statistically significant effect on pupils' achievement in some schools (Public Report on Basic Education in India, 1999).

Toilets in most of the study schools are either defunct or non functional. Toilets are not available in one study school, i.e, Dasmantpur Govt. High school in Koraput District and inadequate in three Girls High Schools, i.e, Podagada, Dongasil and Puttasing. Mudulipada High school, Mudulipada Girls High School, Malkangiri district and Kodinga High School, Nabarangpur district lack toilet facilities for the teaching staff but at Dogharia High School, Gajapati district, it is found defunct.

Latrines of Dangasil GHS in dilapidated condition.

Electricity supply is erratic at best. Even water is not available adequately, as the water pumps do not work due to voltage problems. In majority (80%) of these Schools, students except class X, have no bench to sit upon or desk to keep their books and bags in their classrooms.

Over Crowded Class IX of Govt. Girls' High School, Podagada, Koraput

3.5.1 School building:

Dismal standard of building construction at most of the schools is a problem in the area. Even in a relatively new school building, at places cracks have developed in the flooring and walls. The school buildings of sample schools are of mixed type, some having asbestos roof and some others have RCC roof and some of them are of both the type. Out of 10 schools, 7 (70%) schools have RCC roofed classrooms and only three schools have asbestos roof.

New Hostel Building of Govt. High School, Machput, Dasmanthpur Block

Students and teachers of Dangasil GHS infront of their Hostel building

Table –3.9
Condition of various rooms of schools

Name of the school	Classroom		Hostel room		Office room		Room specified for a purpose ,is being used for other purpose
	RCC	Asb.	RCC	Asb.	RCC	Asb.	
1.Govt. Girls' High School, Podagada	10	-	24	-	-	1	-
2.Govt. High School, Dasmanthpur,	6	-	4	3	-	1	One class room is used for hostel & one hostel room for kitchen
9.Govt.Girls High school, Dangasil	10	-	7	4	-	1	-
10.Govt.Girls High school, Puttasing	6	-	9	3	1	-	One class room used as office room
7.Govt. High School, Kodinga	5	-	18	5	1	-	Three class rooms used as store room
8. Govt. High School, Timanpur	8	2	6	-	1	-	Seven class rooms are used for hostel
5.Govt.High School, Mudulipada	10	-	9	-	-	1	Five class rooms are used for hostel
6. Govt.Girls High school, Mudulipada	11	-	2	-	-	1	-
3.Govt.Girls High school, Antarba	10	-	18	-	-	1	-
4.Govt. High school, Dogharia	8	-	2	3	-	1 (class room used)	(One class room used as office room and 2 for store rooms)
Total	**84**	**2**	**99**	**18**	**3**	**7**	**18 class rooms are used for other purposes**

RCC- Reinforced Concrete Cement. Asb. – Asbestos.

It is found from the Table-3.9 that maximum (84 nos.) classrooms are of RCC roofed and only two numbers have asbestos roof. Not a single classroom / hostel room / office room or any other room of any sample schools are found to have tin or thatched roof. Again in 6 sample schools, 18 class rooms are used for various other purposes like hostel, store room, kitchen and office rooms.

3.5.2 Class Room and Hostel Rooms:

The number of class room, hostel room and toilets available for hostellers are presented in the table below.

Table – 3.10
No. of different rooms available in the sample schools

Name of the school	No. of classes	Class rooms available	No. of hostellers		Hostel rooms available		Toilets available for hostellers	
			B	*G*	*B*	*G*	*B*	*G*
Govt. Girls' High Schoo Podagada	I – X	10	-	342	-	24+(100 seated Girls' hostel)	-	12
Govt. High Schoo Dasmanthpur,	VI – X	6	233	-	7	-	7	-
Govt.Girls High schoo Dangasil	I – X	10	-	425	-	11+(100 seated Girls' hostel))	-	3
Govt.Girls High schoo Putasing	VI – X	6	-	240	-	12(100 seated Girls' hostel))	-	7

Govt. High School, Kodinga	VI – X	5	358	316	23	(100 seated Girls' hostel))	6	4
Govt. High School, Timanpur	VI– X	10	244	112	6	(100 seated Girls' hostel))	6	6
Govt high School Mudulipada	I - X	10	374	-	9	-	1	-
Govt. Girls H.S. Mudulipada	I - X	11	-	301	-	2 halls(100 seated Girls' hostel))	-	8
Govt. Girls High schoo Antarba	I – X	10	-	365	-	18(100 seated Girls' hostel))	-	9
Govt H.S. Dogharia	IV – X	8	177	120	5	(100 seated Girls' hostel))	1	-
Total I to X – 5 Schools IV to X – 1 School VI to X – 4 Schools		**86**	**1386**	**2221**	**50**	**65 & 2 halls+ 8(100 seated Girls' hostel))**	**21**	**49**

Cont...

Table –3.10

Name of the school	Kitchen	Store rooms	Library room	Science Laboratory	Office room	Common room
Podagada GHS	Exists	Exist	N.A	Inadequate	Exists	Exists
Dasmanthpur HS	Functions in a hostel room	Do	N.A	Inadequate	-	Exists in a class room
Dangasil GHS	Exist	Exist	N.A	Inadequate	Exists	Exists
Puttasingh GHS	Exist	Exist	N.A	Inadequate	One class room used as office room	N.A
Kodinga HS	Exist	Three class rooms used as store room	N.A	Inadequate	Exists	N.A
Timanpur HS	Exist	N.A	N.A	Inadequate	Exists	N.A
Mudulipada HS	Exist	N.A	N.A	Inadequate	Exists	N.A
Mudulipada GHS	Exist	N.A	N.A	Inadequate	Exists	N.A
Antarba HS	Exist	Do	N.A	Inadequate	Exists	Exists
Dogharia HS	Exist	2 class rooms for store rooms	N.A	Inadequate	One class room used as office room	Exists

(Ref: Field Survey, SCSTRTI, 2008-09).

Table 3.10 presents number of hostellers, number of hostel-rooms and toilet facilities available in the school. In all the five Govt. Girls High school and three co-education High School namely Govt. High School, Dogharia and Govt. High School Kodinga and Govt. High School, Timanpur situated in Gajapati and Nawarangpur districts respectively, there are 100-seated tribal girls' hostels constructed newly which accommodates about 100 ST and 10 SC girl students as hostellers. But the provision of toilets in respect of other hostels, which existed earlier, is not sufficient for the adolescent inmates except that of Govt. Girls High School, Puttasingh. So hostellers in majority of these schools are compelled to go outside the premises for their daily bathing and other related activities. On an average, 45 girl students used one toilet where as in case of boys', 66 students used one toilet.

Hostel building of Dangasil GHS

Inside view of the Hostel room of Puttasingh GHS

From the table it is found that in none of the study schools, there was library room or well equipped science laboratory. Five school each lacks common room and store room. Two schools each have used class rooms as store and office purposes. Besides, in Mudulipada HS (Malkangiri district) 5 class rooms and in Timanpur HS(Nabarangpur district) 7 class rooms are used for hostel purposes.

Moreover, there is a huge disparity among the hostellers as regards the basic infrastructure meant for them. To cite an example, the situation of Government Girls High School, Podagada can be taken into account. The total area of the twenty-four hostel rooms existing within the school premises, (excluding three hostel rooms which are in dilapidated condition and not being used presently and two numbers newly constructed which are yet to be handed over) is about 8000 sq. feet and hostellers accommodated presently is about 456 (Academic year 2009-10). Thus for each student, the average area being available to spent their normal life in the hostel is much less. The 100 seated ST Girls hostel constructed and being used since the last year provides cots for its inmates but in other hostels located in the same premises, there is no space for putting up the cots and the boarders have to manage to live, sleep and study on the floor in a cramming situation. The newly constructed 100 seated ST girls hostel building as well as the one constructed out of KBK fund provides toilet facilities for its inmates but the inmates of other hostels of the said school have to go outside to the nearby streams for their daily chores. This differentiation generates some sort of anguish and a sense of deprivation within the tender hearts and in the minds of the hostellers and acts as an impediment in the achievement of their goals towards acquiring knowledge and learning in an alien atmosphere.

Hostellers taking meals within the Hostel building

Boarders of Class X of Antarba GHS

For the smooth functioning of the schools as well as the Hostels, electricity is one of the prime requirements to enable the boarder's to concentrate on their studies during evening and night times. But out of the ten sample schools, only five schools have adequate electricity where as in the rest five schools there is inadequate supply of electricity. Frequent load shedding and low-voltages disrupt the normal functioning of these schools. The classrooms as well as majority of the hostels which have been constructed under the 1000 ST Girls Hostel scheme, do not have fans and so the students have to face the vagaries of hot and humid temperatures which have been grasping our State during the last few years.

Boring point for drinking water at Dangasil GHS

Further basic facilities, such as drinking water, elctricity and toilets, among 10 schools, 8 schools require drinking water provision and 5 schools do need the electricity and toilet facilities for the students as well as the school staff. Table below explains the position in details.

Table –3.11
Electricity, Drinking Water and Staff Quarter

Name of the School	Electricity Availability (Adequate / In-adequate)	Drinking water facility (no.s functioning)			Staff Quarters position (Indicate no.s)		Facilities required for the school
		Open Well	Tube well	Bore well	Availa ble	Requ ired	
Podagada GHS	Inadequate	-	2	1	12	14	Drinking Water, Electricity& Toilets
Dasmanthpur HS	Inadequate	-	1	1	06	09	Drinking Water , Electricity& Toilets
Dangasil GHS	Inadequate	-	2	1	09	16	Electricity, Toilets
Puttasingh GHS	Adequate	1	1	2	04	05	Drinking Water, Toilets
Kodinga HS	Adequate	1	1	1	08	13	Drinking Water, Toilet
Timanpur HS	Inadequate	-	1	2	08	13	Electricity
Mudulipada HS	Adequate	-	2	1	09	09	D/W & Toilets
Mudulipada GHS	Adequate	-	2	1	04	13	D/W & toilets
Antarba GHS	Inadequate	-	2	1	02	12	Electricity,D/W & Toilets
Dogharia HS	Adequate	1	-	-	14	13	D/W & Toilets
Total		**3**	**14**	**11**	**86**	**117**	-

(Ref: Field Survey, SCSTRTI, 2008-09).

Government in ST and SC Development Department vide its letter no. 38259/ dated 14.11.2008 addressed to all Collectors, has debarred the male teachers from staying within the campus of residential Girls High School. But it is observed by the Research personnel in course of their visit that in case of Podagada Girls High School, Koraput, the Head Master being a male teacher resides within the quarters located inside the school premises whereas lady teachers allotted quarters are actually not staying in their allotted quarters and prefer to move from their places of residences located at Koraput and Sunabeda. It was observed that only two lady teachers and few Class IV employees such as Cook-cum-Attendant, Watchman, etc. stay within the campus of the School. Since there is no habitation nearby the School and the Podagada village is located at a distance of about 2 Kms away from the school, there is no choice left for the H.M except to stay within the school campus for the well being, convenience and safety of the girl inmates. Similarly, in Govt. Girls High School, Mudulipada of Malkangiri district, male teachers are residing within the school campus in two class rooms due to non availability of quarters/rented house nearby.

3.6 Staffing Pattern in sample schools:

In each High School, required numbers of trained teachers are to be posted for imparting quality education to the students. But it is found that the posts of teachers in different streams are found vacant in all of the 10 study schools. Even two schools, namely Puttasingh GHS, Rayagada district and Mudulipada HS, Malkangiri district are not provided with adequate number of teachers. Besides, in 4 schools (40%) the post of science and mathematic teaches are remaining vacant. The position of teaching and non teaching staff (2007-08) is presented in the Table 3.11below.

Table –3.12
Teaching and Non Teaching Staff position (2007-08)

Name of the school	Sanctioned strength & person in position in respect of teaching staff				Sanctioned strength and person in position of non teaching staff					
	Sanctioned	In position	Vacancies		Sanctioned.	In position	Vacancies			
			Total	Stream			Total	Clerk	Peon / Peon cum Watchman	CA
Podagada GHS	14	12	2	1 TGT Science	7	6	1	1	-	--
Dasmanthpur HS	09	07	2	1 TGT Science	7	5	2	1	1	--
Dangasil GHS	16	14	2	-	5	4	1	1	-	--
Puttasingh GHS	05	04	1	1 TGT Science	7	4	3	1	2	--
Kodinga HS	13	09	4	-	5	1	4	1	2	1
Timanpur HS	13	10	3	-	7	3	4	1	2	1
Mudulipada HS	09	08	1	-	7	5	2	1	1	--
Mudulipada GHS	13	11	2	1 TGT Science	6	5	1	-	1	--
Antarba GHS	12	07	5	-	11	9	2	1	1	--
Dogharia HS	13	08	5	-	5	2	3	1	2	--
Total	117	90	27	4 TGT Science	67	44	23	9	12	02

(Ref: Field Survey, SCSTRTI, 2008-09).

Table above indicates that the vacancy position in respect of the sample schools are about 23 % of the sanctioned strength and mostly, the post of TGT Science are to be filled

up in majority of these schools. Absence of qualified and required number of teachers to teach at the secondary level puts extra work load on the Subject teacher requiring him/her to teach lessons at a stretch for about six to seven periods in a day, thus leaving no opportunity to take extra coaching classes for the Class IX and X students.

From the above table, it is observed that none of the school does have a Clerk in their establishment except that of the Mudulipada Girls High School of Malkangiri district. Due to non-posting of the Clerk, a competent teacher generally performs the work of the Assistant or Clerk in the High School, which consumes most of his teaching hours. Maintenance of several registers and records, Cashbook, Accounts, routine matters dealing with letters, sending reports to various quarters need a full time clerical hand and those being tasks of important nature are dealt on priority basis exhausting the concerned teacher to perform his own original duty of teaching the students. Further, it is observed that in Kodinga HS,Nawarangpur district and Dogharia HS,Gajapati district, the non teaching staff in position are too few to manage the whole work of the school.

3.6.1 Qualification of teachers:

In ten sample schools there are ninety teachers in position, out of which 68 (76 %) numbers are male teachers and 22 (24 %) are female teachers. Regarding educational qualification, 21 (23 %) teachers are postgraduate, 42 (47 %) are graduate, 6 (7%) are intermediate and 21 (23 %) are matriculate. It is found that in five sample Girls' High Schools, the number of male teachers posted is more in comparison to female teachers except that of Podagada Girls High School, which is located nearer the district Hqrs. and adjacent to the main highway. This is one of the reasons for improper supervision of adolescent girls in High Schools located in interior pockets lacking the homely atmosphere, which is a vital requirement for the grown up tribal girls. It is also observed that teachers having HSC qualification are also taking higher classes where the vacancy of teachers exists for a longer period. This may be one of the reasons for low performance in High School Examinations. Qualification of teachers interviewed is presented in the table below.

Table –3.13

Qualification of Teachers

Name of the School	No.of Teacher in position	Sex		Qualification				
		Male	Female	P. G	Graduate	Intermediate	HSC	Under Matric
Podagada GHS	12	5	7	3	4	1	4	-
Dasmanthpur HS	07	7	-	5	2	-	--	-
Dangasil GHS	14	10	4	2	4	1	7	-
Puttasingh GHS	04	3	1	-	4	-	-	-
Kodinga HS	09	7	2	2	6	-	1	-
Timanpur HS	10	9	1	2	6	-	2	-
Mudulipada HS	08	7	1	-	6	-	2	
Mudulipada GHS	11	8	3	3	3	-	5	-

Antarba GHS	07	5	2	3	2	2	-	-
Digharia HS	08	7	1	1	5	2	-	-
Total	**90**	**68**	**22**	**21**	**42**	**6**	**21**	-

(Ref: Field Survey, SCSTRTI, 2008-09).

3.6.2 Training Received and Teaching experience:

The teachers serving in the SSD Department schools are trained teachers and have teaching experience varying from 1 year to above 10 years. The table below shows the teachers' teaching experience and training received.

Table –3.14

Teaching Experience and Training Received by the Teachers

Name of the school	Teachers in position	Training undergone					Experiences of teaching in the Department			
		M. Ed	B.Ed	C. T.	Phy Ed./	Sans /Hindi	0-1 years	1-5 years	5-10 years	Above 10 years
Podagada GHS	12	1	4	5	1	1	-	3	2	7
Dasmanthpur HS	07	1	3	1	1	1	-	3	-	4
Dangasil GHS	14	-	4	7	1	2	2	5	-	7
Puttasingh GHS	04	-	3	1	-	-	1	-	1	2
Kodinga HS	09	-	4	2	1	2	-	1	-	8
Timanpur HS	10	-	5	3	1	1	-	3	-	7
Mudulipadâ HS	08	-	5	2	-	1	1	-	3	4
Mudulipada GHS	11	2	2	6	-	1	3	3	3	2
Antarba GHS	07	2	2	2	-	1	1	3	1	2
Dogharia HS	08	-	2	4	1	1	-	-	-	8
Total	**90**	**6**	**34**	**33**	**6**	**11**	**8**	**21**	**10**	**51**

(Ref: Field Survey, SCSTRTI, 2008-09).

It is found that all the teachers (90) posted in ten sample schools are trained teachers. Among them 6 (7%) are M.Ed , 34 (38%) are B.Ed , 33 (37%) are C.T. , 6 (7%) are P.E.T and 11 (12%) are trained in teaching Sanskrit and Hindi languages. The teachers posted in sample schools have teaching experience from one year to above ten years.

3.6.3 In-Service Training Received by the Teachers:

During their service period, the teachers have received in-service training provided by the Department to improve the teaching skills. The number of teachers received the training during their service period are stated below.

Table –3.15

In-Service Training Received by Teachers

Name of the school	No. of teachers in position	No. of teachers received in service training	Impact on teaching methods	
			Improved teaching	No impact
Podagada GHS	12	3	Yes	-
Dasmanthpur HS	07	2	Yes	-
Dangasil GHS	14	7	Yes	-

Puttasingh GHS	04	3	Yes	-
Kodinga HS	09	7	Yes	-
Timanpur HS	10	7	Yes	-
Mudulipada HS	08	5	Yes	-
Mudulipada GHS	11	5	Yes	-
Antarba GHS	07	1	Yes	-
Dogharia HS	08	2	Yes	-
Total	**90**	**42**	**Yes**	**-**

(Ref: Field Survey, SCSTRTI, 2008-09).

Teachers in sample schools have also received in-service training during their teaching career. It is found that, out of ninety teachers, only 42 (47%) have received in-service training and it has positive impact on their method of teaching. But majority of the teachers teaching in the sample schools have not received any in-service training though they have completed more than ten years of teaching in the SSD Department schools. It implies that no importance is given to in-service training of teachers to acquaint them with latest and improved method of teaching and helps them to show better performance in their respective subjects.

3.6.4 Age wise distribution of teacher:

As many as 45 teachers, half of the total teachers in 10 sample schools, are reported to be in the adult age group of 31- 40 years. In most cases, due to the lack of proper accommodation in the periphery of the schools, they have to live alone without their family. They often go to their home to visit their families. To and fro from school to home at regular interval also consume a lot of time and make it impossible to complete the course. This may be one of the reasons in affecting the teaching process in their respective schools leading to low performance. While 12 teachers are young within 30 years, 23 are within the age group of 41-50 years, and the remaining 10 teachers are above 50 years. Table 3.16 shows number of teachers in various age groups.

Table –3.16
Age wise distribution of teachers

Name of the school	Teachers in position	Distribution by age group				
		Within 30 years	31-40 years	41-50 years	51-55 years	Above 55 years
Podagada G H S	12	-	4	6	2	-
Dasmanthpur H S	07	-	4	1	1	1
Dangasil GHS	14	6	3	2	3	-
Puttasingh GHS	04	1	2	-	-	1
Kodinga HS	09	1	2	6	-	-
Timanpur HS	10	-	9	1	-	-
Mudulipada HS	08	2	3	2	1	-
Mudulipada GHS	11	-	9	2	-	-
Antarba GHS	07	1	5	1	-	-
Dogharia HS	08	1	4	2	1	-
Total	**90**	**12**	**45**	**23**	**8**	**2**

(Ref: Field Survey, SCSTRTI, 2008-09).

3.7 Facilities provided to students in sample Schools/Hostels:

The State is providing certain facilities such as distribution of stipends and supply of teaching and learning materials for education of the SC & ST students to bring them to the main stream of development. The facilities provided by the Government are stated below.

3.7.1 Disbursement of Pre Metric Stipend:

Table 3.17 shows disbursement of Pre Metric stipend in sample schools during last five years. It is found that during these five years, the data were not available in most of the school. In Kodinga High School, the sanctioned strength is not mentioned during last four years from 2004-05 to 2007-08 where as in Dongasil and Mudulipada High school, the disbursement amount is not mentioned which obviously shows the irregularity in the record keeping. Besides, in Dogharia, Antaraba and Timanpur High Schools, the record shows that the disbursement of Pre-Matric stipend is less than the sanctioned amount during last five years without mentioning the reason thereof. It is inferred from the table that some of the students have not got the scholarship amount during their course of study or there may be drop out of some students in the mid-session of their study.

Table –3.17
Disbursement of Pre Matric Stipend

Name of the school	2003-04		2004-05		2005-06		2006-07		2007-08	
	*S	*D	S	D	S	D	S	D	S	D
Podagada GHS	*NA	NA	NA	NA	NA	NA	NA	NA	10.43	10.43
Dasmanthpur HS	NA	NA	NA	NA	3.86	3.21	3.29	3.04	6.77	6.76
Dangasil GHS	NA	NA	6.29	NA	4.60	NA	6.26	NA	7.50	NA
Puttasingh GHS	2.96	2.96	3.39	3.39	3.18	3.18	4.45	4.45	4.12	4.12
Kodinga HS	1.00	1.00	NA	2.70	NA	2.67	NA	2.69	NA	4.53
Timanpur HS	3.46	3.41	3.49	3.20	3.50	2.89	3.66	3.32	8.60	8.24
Mudulipada HS	NA	NA	6.33	NA	5.94	NA	10.74	NA	14.80	NA
Mudulipada GHS	5.20	5.20	4.67	4.67	5.20	5.20	6.03	6.03	10.77	10.77
Antarba GHS	NA	NA	6.50	6.12	6.50	6.17	6.50	6.43	8.50	8.36
Dogharia HS	5.31	4.54	5.36	5.31	5.32	4.54	5.03	4.89	7.21	5.87

*(Ref: Field Survey, SCSTRTI, 2008-09)*S-Sanction D-Disbursement *NA-Not Available*

3.7.2 Provision of Teaching Learning Materials:

Books are not supplied to the schools at the beginning of the academic session either by the Tribal Welfare Department or by the Text Book Press. This irregularity found in the supply of books creates problems both for the teachers and students. Further, stipends are not given in due time which creates a lot of problem to manage the mess and to supply the uniform to the boarders which are usually met out of the stipend money. Tribal students generally take a little bit more time to grasp a particular thing which is alien to their culture. In addition to this, the insufficient and delay supply of textbooks and other reading and writing materials may also be one of the reasons of low performance of the students.

3.8 Teachers Residing Inside/Outside the School:

Number of teachers residing with /without family and inside or outside the school is stated in the table below.

Table –3.18
Number of Teachers Residing Inside/Outside the School

Name of the school	Number of Teachers							Teachers residing outside		
	No. Interviewed	Residing inside the school			Residing outside the school			0-3 Km	3-8 Km	Above 8 Km
		WF	WTF	Total	WF	WTF	Total			
Podagada GHS	7	1	6	7	-	-	-	-	-	-
Dasmanthpur HS	6	3	1	4	2	-	2	2	-	-
Dangasil GHS	7	2	5	7	-	-	-	-	-	-
Puttasingh GHS	6	-	6	6	-	-	-	-	-	-
Kodinga HS	8	6	2	8	-	-	-	-	-	-
Timanpur HS	8	6	2	8	-	-	-	-	-	-
Mudulipada HS	5	1	2	3	2	-	-			
..do.. GHS	5	3	1	4	1	-	-			
Antarba GHS	5	-	5	5	-	-	-	-	-	-
DighariaHS	5	1	4	5	-	-	-	-	-	-
Total	**62**	**23**	**34**	**57**	**5**	**-**	**5**	**2**	**-**	**-**

(Ref: Field Survey, SCSTRTI, 2008-09) WF: With Family, WTF: Without Family

From the above table it is found that, out of 62 teachers interviewed, 57 (92%) teachers are residing inside the school and the rest 8% are residing outside of the school premises. From among 57 teachers, 23(40%) teachers are living without family.

3.9 Teachers Trained in Tribal Languages:

Table 3.19 shows the number of teachers trained in tribal languages in sample schools.

Table –3.19
No. of Teachers Trained in Tribal Languages

Name of the School	Total no. of Teachers	No. of Teachers Trained in Tribal Languages	No. of Teachers Trained in any other Languages	No. of Teachers not Trained
Podagada GHS	12	02	-	10
Dasmanthpur HS	07	04	-	03
Dangasil GHS	14	05	-	09
Puttasingh GHS	04	-	-	04
Kodinga HS	09	06	-	03
Timanpur HS	10	07	-	03
Mudulipada HS	08	03	-	05
Mudulipada GHS	11	02	-	09
Antarba GHS	07	01	-	06
Dogharia HS	08	-	-	08
Total	**90**	**30**	**-**	**60**

(Ref: Field Survey, SCSTRTI, 2008-09)

Out of 90 teachers,30(33%) teachers are trained in tribal language and the rest 67% are not trained.

3.10 Teachers' choice for continuance in the school:

Among 60 teachers interviewed during the field study on their choice whether to continue in the same school or not, 53 (85.48%) teachers opted their continuation in the same schools and the rest 9 (14.52%) favoured changes of schools. This may be due to their personal problems and a good distance from their hometown. The opinion given by the teachers are stated in the table below.

Table –3.20
Number of Teachers opted to continue in the school

Name of the School	No. of Teachers Interviewed	No. of Teachers	
		Continue in the School	Do not like to Continue
Podagada GHS	7	6	1
Dasmanthpur HS	6	5	1
DangasilGHS	7	7	-
PuttasinghGHS	6	4	2
KodingaHS	8	7	1
TimanpurHS	8	5	3
Mudulipada HS	5	5	-
Mudulipada GHS	5	5	-
Antarba GHS	5	4	1
Digharia HS	5	5	-
Total	**62**	**53 (85.48%)**	**9 (14.52%)**

(Source: Field Survey, SCSTRTI, 2008-09)

3.11 Teaching method followed:

Teaching learning process significantly influences students' achievement. Regularity of class work and homework is positively associated with Students achievement. Other significant variables are the frequency of tests and parental involvement. Student's achievement is higher in schools with an active parent teacher association (PTA). Schools with better internal management perform better. Improving school quality is an important means of raising the students' achievement. Different methods of teaching are presented in the table below.

Table –3.21
Teaching methods followed

Name of the school	No. Of teachers inter viewed	Writing exercise	Reading text books	Both reading and writing	Writing on black board	Rote learning	Ask bright students to teach	Game method
Podagada GHS	7	7	6	7	7	1	4	-
Dasmanthpur HS	6	5	4	5	5	2	5	-
Dangasil GHS	7	7	6		7	5	7	-
Puttasingh GHS	6	6	5	1	5	3	2	-
Kodinga HS	8	8	6		8	6	6	-
Timanpur HS	8	8	7	-	8	2	6	-
Mudulipada HS	5	5	5	-	5	1	3	-

Mudulipada GHS	5	5	5	-	5	3	4	-
Antarba GHS	5	4	5	1	5	1	-	-
Dogharia HS	5	5	5	1	5	2	1	-
Total	**62**	**60**	**54**	**15**	**60**	**26**	**38**	-

(Source: Field Survey, SCSTRTI, 2008-09)

Out of 62 High School teachers, sixty numbers of teachers (97%) have given importance to writing exercise and writing on black board. Only 42% have imparted rote learning and 61% of teachers had engaged bright students to teach their friends. None of the teachers have given importance to game method.

3.12 Problems faced by teachers:

3.12.1 Unwanted posting:

Unwanted posting and arbitrary transfer are seen as a constant threat to teachers. Many teachers try to avoid posting in the Schools in remote or inaccessible areas. The practical reason is the inconvenience of commuting or living in a remote village with poor facilities. There are no incentives to teachers for their posting in schools at remote area; on the contrary teachers receive higher living house rent allowances, when they are posted in urban areas. Teachers spend a great deal of time and energy trying to avoid undesirable transfers, lobbying for preferred postings and building up influential connections to play the transfer game. This syndrome has become a major diversion in the teaching profession.

3.12.2 Apathy of villagers:

In tribal villages, villagers have virtually no relationship with the teachers. Teachers do not get any accommodation facility in the village, which makes them irregular, which hampers the normal routine of a school. Another reason is alienation from the local residents, who are sometimes squandering their money on liquor and show odd behaviour to teachers. In some sample schools, it is observed that parents are not cooperative and putting the teachers in trouble.

3.12.3 Distracting duties:

The burden of non-teaching activities is a major reason for not concentrating on teaching. Many teachers are engaged in non-teaching duties such as management of hostels as Assistant Superintendents, members of the purchase committee in respect of food and other provisions of the hostels and act even as clerks for maintenance of various official records. There is no clerical staff in many of the sample schools for which various records are maintained by the teachers of the schools.

3.12.4 Unsupportive Management:

The text books and scholarship are not provided to the students timely. Therefore, the teachers face the problem of managing the mess in the hostel and distribution of uniforms to the students in time as they are met out of scholarship money. Again teachers become unable to complete the course in due time for late supply of books as they have to teach more than 2-3 subjects due to shortage of staff. Again threatening of higher officials

for transfer to inaccessible areas, cessation of increment, proceeding against teachers regarding low performance of the school without listening to their problems also disheartens them.

3.12.5 Inadequate staff:

In most of the sample schools, the teaching and non-teaching staffs are inadequate. It is not possible to control and teach the students of 2-3 classes at a time. Therefore, some times the classes are running without teachers.

3.12.6 Insufficient staff quarters:

In 5 Girls High Schools taken for sample study, 17 (35%) were female teachers. As per the order of the Government, in a Girls High school the male teachers are not allowed to stay within the school premises. Female teachers are allotted quarters within the school premises where the water and electricity supply is insufficient. The toilets and bathrooms are also defunct. Therefore, the female teachers are not staying there and residing in nearest town with their families which hamper the teaching process. It is found in one Girls' High School that the male teachers are staying in the Girls' hostel due to shortage of staff quarters.

3.12.7 School Environment:

The atmosphere in some schools is not conducive for the study. Boys and Girls hostel in some schools are located in one boundary and close to each other and the boys are sometimes involved in mischievous activities like harassing the girl students and also responsible for some untoward activities.

3.13 Maintenance of School Registers:

School registers, records and documents, like attendance and absenteeism of students are of vital importance. The register also gives valuable information on the functioning of the school, the social background of the students and their enrolment and dropout. But from the sample schools it is found that some of the registers are maintained and some are not maintained. The registers, such as class promotion register, scheme register, lesson dairy by the teachers, Monthly Examinations Register, Verification of written work register are reported to be maintained at all the sample schools whereas the other registers, like H.M.s class inspection records, special coaching register, class log book and incoming and departure register of boarders are not maintained, leaving the related matter in darkness. This may be due to shortage of clerical staff that is found absent in most of the sample schools.

3.14 Role of Village Education Committee (VEC) & PTA:

In Orissa, VECs have been constituted to monitor the functioning of the schools. As per the Notification No. 1963 /S& ME dated 17.01.2001, Orissa School Education (Community Participation) Rules 2000, a school Committee consisting of nine members is to be constituted for each School, which will act as the representative body of the Community to manage the educational institutions and supervise the progress of Universalisation of Elementary education and improvement in the quality of Secondary

education and regulate enrollment, regular attendance and prevent drop out from the School. Out of nine member of the Committee, six (Three males and three females) are to be elected from among the parents, out of which one male and one female members ought to be from among ST/SC community or should belong to ST/SC communities. From the rest three members, one is to be the local elected representative of the area, one should be from the NGO/CBO, and the Head Master is to function as the Member Secretary of the Committee. The meeting of the School Committee should be held in every month and the record of proceedings should be maintained. The SI / DI / CI of Schools and other Officers of S & ME department should attend as many as meetings of the School Committee as they can. The general functions of the School Committee are to manage and supervise the Schools in the locality, ensure enrollment of all non enrolled children and their retention in the school till they complete the elementary stage of education, ensure regular attendance of children and prevent drop out through persuasion of parents, prepare budget, sanction expenditure and place proposal for expenditure before the PTA, help expansion and augmentation of school facilities, review and monitor school health programme, maintain teaching learning equipment, ensure distribution of incentives such as mid day meals, text books and other reading writing materials , uniforms, etc., review coverage of courses and studies, ensure excellence in overall performance of schools and review the progress of work of the school and other educational service, organize sikhya mela, inter school competition and sports, utilize the services of local persons , preferable retired employees/persons interested in school matters , making of all the deficiency of teachers from community on voluntary basis or payment of fixed honorarium, raise and manage school improvement fund/corpus fund and ensure school development, ensure regular attendance of the teachers and checking of teachers attendance register by the Committee President or any other member of the Committee duly authorized by him/her, prepare annual development plans for the school and submit the same to the Gram-Panchayat or Panchayat Samiti concerned, communicate copies of all reports submitted to higher authorities to Panchayat Samitis, attending Gram Sabha meeting by the President on behalf of School Committee, convene PTA meetings, award the dedicated teachers. Formation of VEC in sample schools and meetings held is presented in the table below.

Table –3.22

Number of VEC meeting held during different years

Name of the school	Date of formation of VEC	No. of meetings held					Total meetings held
		2004-05	2005-06	2006-07	2007-08	2008-09	
Govt.GHS Podagada	**VEC is not formed.**						
Govt. HS Dasmanthpur	**VEC is not formed.**						
Govt. GHS Dangasli	2001	2	3	2	5	1	13 times
Govt.GHS Puttasingh	2003	1	-	1	1	1	04 times
Govt. High School Kodinga	2003	2	5	2	1	2	12 times
Govt. High School Timanpur	2003	3	2	3	4	3	15 times
Govt. High School Mudulipada	2006	-	-	4	3	2	09 times
Govt.GHS Mudulipada	2003	2	1	1	1	1	06 times

Govt.Girls' High School , Antarba	2001	4	7	5	4	6	26 times
Govt. High School Dogharia	2001	3	2	1	5	2	13 times
Total		**17**	**20**	**19**	**24**	**18**	**98 times**

(Source: Field Survey, SCSTRTI, 2008-09)

From the above table, it is observed that out of 10 schools selected for the study, VECs have not been formed in two schools of Koraput district, namely Podagada GHS and Govt. High school, Dasmantpur. In other eight schools, only ninety eight VEC meetings have been held during the last 5 years, i.e. from 2004-05 to 2008-09 as against the minimum stipulation of 480 such meetings at the rate of one per month per each school. This indicates lack of active participation and involvement of the local community in the management of those schools as desired in the guideline issued by the Govt. As a result, there is lack of proper supervision of various activities of the school leading to the deterioration of standard of teaching and mismanagement in the administration of those schools with active community participation.

Further, it is observed that though the Notification of the Government for formation of VEC in school has been issued during January, 2001, only three schools had formed VEC during the same year, four schools during the year 2003, one school during the year 2006. In the rest two schools, i.e, Govt. Girls' High School, Podagada and Govt. High School, Dasmantpur which has been taken up by the Institute of Mathematics and Application for performance development of the students through special coaching, have not formed VEC yet. This shows the lack of enthusiasm among the concerned Head-Masters/Head Mistress and also among the higher supervising and inspecting officials for development of the schools since the Rules stipulates that the visiting and inspecting authorities while visiting schools should look into this aspect specifically and comment about its actual implementation.

Besides, the matter discussed and decision taken in the VEC meeting deviates from the main purpose of constitution of VEC. From the field study, it is found that none of the VEC meetings held in the sample schools give importance to impart quality education in the school. In most of the VEC meetings, decisions for withdrawal of fund from the school account for ongoing infrastructure development works have been the central point of discussion and decision taken.

Till now people, especially the parents are not aware about the role of the VECs. Neither the villagers nor the members of the VECs take any active interest to enhance enrolment and attendance of students in schools and to devise ways to impart quality teaching to the students.

3.15 Visit and Inspection of Schools:

The Inspection system is a vital link between the education administration and individual schools. Its main function, in principle, is to ensure that adequate standards are maintained in government schools. One aspect of this is the role of the inspection system is accountability, which plays a major role in helping teachers to function more effectively. The field investigation reveals that the schools have not been inspected at regular interval.

All the 10 sample study schools had been visited 54 times and inspected 31 times by Collector, Sub Collector, CI, DI, DWO, WEO, etc. of respective districts. The important reason for uneven and infrequent inspection is that inspector tends to concentrate on the more accessible schools. The schools in greatest need of support from the administration, which are located in remote and inaccessible areas, receive least attention. Many schools did not have at least one inspection and even if schools are inspected there had not been any follow up action. Inspectors came and went away as if the schools were doing just fine. Regarding talking with parents, inspector does not seem to perceive this as being the part of their job. Despite this, the inspection system seems to be contributing something as an accountability mechanism. The inspectors overloaded with the work focused their attention on the maintenance of school registers, but the quality of teaching is out of focus. It is impossible for an Inspector to thoroughly inspect a school when he is in charge of 400 to 500 schools in a district. The surveys bring to notice that the block level inspectors have not inspected all the schools in their areas. Inspectors do not provide equal importance to the schools of hill areas as they give to the schools of plain areas. The table presented below shows the number of visits and inspections of schools during different years.

Table –3.23
Visit and Inspection made during different years

Name of the school	2003-04		2004-05		2005-06		2006-07		2007-08		Total(in 5 years)	
	V	I	V	I	V	I	V	I	V	I	V	I
Podagada GHS	2	-	-	-	3	-	2	-	2	1	9	1
DasmanthpurHS	-	1	1	-	1	1	2	1	2	1	6	4
DangasilGHS	3	-	3	-	6	-	4	-	2	-	18	-
PuttasinghGHS	1	1	-	-	1	-	2	1	4	1	8	3
KodingaHS	1	-	-	-	1	-	2	1	3	1	7	2
TimanpurHS	1	-	-	-	1	-	1	-	2	1	5	1
Mudulipada	-	-	2	1	3	1	3	1	2	1	10	4
..do.. GHS	-	-	-	-	1	-	3	1	2	1	6	2
AntarbaGHS	-	-	-	-	-	-	-	-	1	1	1	1
DighariaHS	1	-	-	-	1	-	1	1	2	1	5	2
Total	**9**	**2**	**6**	**1**	**18**	**2**	**20**	**6**	**22**	**9**	**75**	**20**

(Source: Field Survey, SCSTRTI, 2008-09) (V – Visits I – Inspections)

3.16 Out of School Children in Orissa:

As per the Annual Survey of Education Report 2008, the percentage of out of school children in the age group of 6 – 14 years in respect of the whole country is 4.3%, whereas the same in respect of Orissa is 7.2%, which stands as the highest among all other States of our Country. District wise figure of the State shows that the percentage of out of school children is highest (21.9 %) in Malkangiri district followed by Rayagada (17.7 %), Koraput (17%), Nabarangpur (16.3 %), Mayurbhanj (14.9%), Angul (11.2%) and Gajapati (11%). From the data it is inferred that maximum children within the age group of 6 –14 are out of school in the sample districts under study which are located in southern region of the State. District wise figures are presented in the table below.

Table –3.24

Out of school children (6-14 years) in different Districts, Orissa

Sl. No	Name of the Districts	% of out of school children in the age group of 6-14 years
1	Angul	11.2
2	Bolangir	09.5
3	Balasore	02.5
4	Bargarh	08.8
5	Boudh	07.0
6	Bhadrak	00.6
7	Cuttack	03.9
8	Deogarh	05.0
9	Dhenkanal	02.8
10	**Gajapati**	**11.0**
11	Ganjam	05.6
12	Jagatsinghpur	02.6
13	Jajpur	02.0
14	Jharsuguda	05.2
15	Kalahandi	04.3
16	Kandhamal	09.1
17	Kendrapada	03.0
18	Keonjhar	07.7
19	Khurda	04.8
20	**Koraput**	**17.0**
21	**Malkangiri**	**21.9**
22	Mauyrbhanj	14.9
23	**Nabarangpur**	**16.3**
24	Nayagarh	06.3
25	Nuapada	08.0
26	Puri	01.0
27	**Rayagada**	**17.7**
28	Sambalpur	05.7
29	Sonepur	07.5
30	Sundargarh	04.8
	Total	07.2

(Source: ASER, 2008)

3.17 Drop out position

The strength of students admitted in class X of sample schools during different years from 2004-2009 and their drop out position during the same year are presented in the table below.

Table –3.25

Drop out position in class X in sample schools during last 5 years

Name of the school	2004-05		2005-06		2006-07		2007-08		2008-09		Total	
	SS	L	SS	L	SS	L	SS	L	SS	L	SS	L
Podagada GHS	9	-	12	-	12	-	15	-	23	-	71	-
Dasmanthpur HS	26	2	29	2	26	2	27	2	23	-	131	8

Dangasil GHS	6	-	18	3	12	-	17	4	17	2	70	9
Puttasingh GHS	21	10	6	-	24	5	17	3	31	-	99	18
Kodinga HS	46	-	38	-	62	-	68	-	92	-	306	-
Timanpur HS	15	2	29	4	24	5	20	-	22	10	110	21
Mudulipada HS	20	2	10	1	17	-	5	-	8	-	60	3
Mudulipada GHS	-	-	-	-	-	-	-	-	7	-	7	-
Antarba GHS	12	-	10	-	12	-	19	-	22	-	75	-
Dogharia HS	17	-	18	-	29	-	22	1	30	-	116	1
Total	172	16 (9.30%)	170	10 (5.88%)	218	12 (5.50%)	210	10 (4.76%)	275	12 (4.36%)	1045	60 (5.74%)

SS-Student Strength L –Left the school

From the above table, it is found that in each year during 2004-05 to 2008-09,in all sample school taken together, the students drop out in class X exist, varying from 10-16 numbers. The total drop out rate of all the sample school during five years was 5.74% and drop out rate has decreased gradually from 9.30% to 4.36% over a period of last 5 years (2004-2009). It is also found that the admission during these 5 years in all sample schools taken together has increased inconsistently. In 3 (30%) schools namely, Podagada GHS, Koraput district, Kodinga HS, Nawarangpur district and Antarba GHS, Gajapati district, there was no drop out during these 5 years. Mudulipada GHS was started during 2008-09 and there were only 7 students in the 1st batch. In Dogharia High School, only one student had dropped during 2007-08 in class X.

Table –3.25 (a)
Drop out position in High Schools in Orissa during last 5 years

Category/ Gender	2003-04			2004-05			2005-06			2006-07			2007-08		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
All Categories	62.5	66.7	64.4	61	66	63.5	60	64	62	59	62	61	58.2	61	59.6
Scheduled Castes	74.3	73.7	74	72	73	72.5	70.8	72.5	71.7	70	71.8	70.9	69	71	70
Scheduled Tribes	76.3	74.9	75.8	76.5	74	75.3	75	73	74	75	73	74	74.6	71	72.8

From the above table it is found that, during 2003-04 to 2007-08, the drop out rate among all communities is gradually decreasing. In comparison to ST and SC communities, the drop out rate is low among all category students.

3.18 Result of HSC examination of last Five Years (2005-2009)

Result of HSC examinations of the entire sample schools selected for the study during last five years is presented in the table 3.26.

Table –3.26
Result of HSC examination of last Five Years (2005-2009)

Name of the school	2004-05			2005-06			2006-07		
	E	A	P	E	A	P	E	A	P
Podagada GHS,Koraput	9	9	4 (44.44 %)	12	12	7 (58.33%)	12	12	8 (66.67 %)
Dasmanthpur HS, Koraput	26	14	8 (57.14%)	29	18	10 (55.56%)	26	24	9 (37.5 %)
Dangasil GHS,Rayagada	6	5	5 (100 %)	18	15	(0 %)	12	12	7 (58.33 %)
Puttasingh GHS, Rayagada	21	11	2 (18.18 %)	6	6	1 (16.67%)	24	16	3 (18.75%)
Kodinga HS,Nawarangpur	46	41	14 (34.15 %)	38	38	13 (34.21 %)	62	60	24 (40%)
Timanpur HS, Nawarangpur	15	13	0 (0 %)	29	12	1 (8.33%)	24	17	3 (17.65 %)
Mudulipada HS,Malkangiri	20	10	1(10%)	10	8	0(0 %)	17	17	2 (11.76 %)
Mudulipada GHS,Malkangiri	-	-	-	-	-	-	-	-	-
Antarba GHS,Gajapati	12	7	2 (28.57%)	10	9	2 (22.22%)	12	11	4 (36.36%)
Dogharia HS,Gajapati	17	17	7 (41.18%)	18	18	8 (44.44 %)	29	29	15 (51.72%)
Total	**172**	**127**	**43 (33.86%)**	**170**	**136**	**42 (30.88%)**	**218**	**198**	**75 (37.88%)**

Cont.....

Name of the school	2007-08			2008-09		
	E	A	P	E	A	P
Podagada GHS,Koraput	15	15	12 (80 %)	23	23	11 (47.83%)
Dasmanthpur HS, Koraput	27	25	18 (72 %)	23	23	11 (47.83%)
Dangasil GHS,Rayagada	17	13	2 (15.38 %)	17	11	8 (72.73%)
Puttasingh GHS, Rayagada	17	14	2 (14.29 %)	31	30	4 (13.33%)
Kodinga HS,Nawarangpur	68	64	13 (20.31 %)	92	60	27 (45%)
Timanpur HS, Nawarangpur	20	20	1 (5 %)	22	12	12 (100%)
Mudulipada HS,Malkangiri	5	5	2 (40 %)	8	8	1 (12.5%)
Mudulipada GHS,Malkangiri	-	-	(%)	7	7	0(0%)
Antarba GHS,Gajapati	19	19	1 (5.26 %)	22	20	9 (45%)
Dogharia HS,Gajapati	22	21	8 (38.10 %)	30	21	17 (80.95%)
Total	**210**	**196**	**59 (30.10%)**	**275**	**215**	**100 (46.41%)**

Source: Final Data collected from Education Section of SSD Deptt. (E-Enrolled, A – Appeared, P –Passed)

From the table it is found that in each succeeding year from 2005-2009 the number of students appeared the final HSC examination has increased gradually from 127 during the year 2004-05 to 215 during 2008-09. But the percentage of pass is showing a fluctuating trend during these years, which shows a variation from 30.10% to 46.51 %. Out of 10 schools, in each year between 2004 and 2009, only 1 to 3 schools have kept above 60% in the final HSC examination except during the year2005-06 where all the schools had shown less than 60% pass result including 2 zero result schools (Dongasil GHS, Rayagada and Mudulipada HS, Malkangiri). From the result of the final HSC examination during the current year i.e 2008-09, it is found that, 3 (30%) schools have shown very good result in the final HSC examination. Timanpur High School (100%) in Nabarangpur district, Dogharia High school (80.95%) in Gajapati district and Dangasil GHS (72.73%) in Rayagada district have shown excellent performance in the final HSC examination and have shown 70% pass out which is above the State average of 69.26 % during the year 2008-09.This may be due to the sincere effort of the teachers or due to mass copy of the students during the same year. Dangasil GHS, Kodinga HS, Dogharia HS and Timanpur HS are showing inconsistence result where as Puttasingh GHS and Mudulipada HS are showing very poor result through out the 5 years.

Table –3.27

Total Enrollment, Appeared and Pass Students of Ten High schools in HSC examination for last Five Years (2005-2009)

Name of the school	2004-05 to2008-09			
	Total Enrolment	Total Appeared	Total Pass	Percentage of pass
Podagada GHS, Koraput	71	71	42	59.15
Dasmanthpur HS, Koraput	131	104	56	53.85
Dangasil GHS, Rayagada	70	56	22	39.29
Puttasingh GHS, Rayagada	99	77	12	15.58
Kodinga HS, Nawarangpur	306	263	91	34.60
Timanpur HS, Nawarangpur	110	74	17	22.97
Mudulipada HS, Malkangiri	60	50	6	12.00
Mudulipada GHS, Malkangiri	7	7	0	0
Antarba GHS,Gajapati	75	66	18	27.27
Dogharia HS,Gajapati	116	106	55	51.89
Total	1045	874	319	36.50

Source: Final Data collected from Education Section of SSD Deptt

The table reveals that in every school during 5 years, there is a gap between number of students enrolled and number of students appeared in class X examination except Mudulipada High School and Mudulipada Girls' High School. From the table, it is found that when average pass result of each school for 5 years is taken together, in none of the sample school, the percentage of pass is found to be 60%.

Table –3.28
Division wise Pass Students in HSC examination of sample schools for last Five Years (2005-2009)

Name of the school	2004-05				2005-06				2006-07			
	1st	2nd	3rd	T	1st	2nd	3rd	T	1st	2nd	3rd	T
Podagada GHS, Koraput	-	1	3	4	1	2	4	7	1	3	4	8
Dasmanthpur HS, Koraput	1	1	6	8	-	3	7	10	-	3	6	9
Dangasil GHS, Rayagada	-	1	4	5	-	-	-	-	-	-	7	7
Puttasingh GHS, Rayagada	-	2	-	2	-	-	1	1	-	-	3	3
Kodinga HS, Nawarangpur	3	4	7	14	2	5	6	13	5	11	8	24
Timanpur HS, Nawarangpur	-	-	-	-	-	-	1	1	-	-	3	3
Mudulipada HS, Malkangiri	-	1	-	1	-	-	-	-	1	1	-	2
Mudulipada GHS, Malkangiri	-	-	-	-	-	-	-	-	-	-	-	-
Antarba GHS, Gajapati	-	1	1	2	-	2	-	2	-	3	1	4
Dogharia HS, Gajapati	-	3	4	7	-	3	5	8	-	3	12	15
Total	**4**	**14**	**25**	**43**	**3**	**15**	**24**	**42**	**7**	**24**	**44**	**75**

Contd.....

Name of the school	2007-08				2008-09			
	1st	2nd	3rd	T	1st	2nd	3rd	T
Podagada GHS,Koraput	-	4	8	12	-	2	9	11
Dasmanthpur HS, Koraput	-	3	15	18	-	1	10	11
Dangasil GHS,Rayagada	-	-	2	2	-	-	8	8
Puttasingh GHS, Rayagada	-	1	1	2	-	1	3	4
Kodinga HS,Nawarangpur	-	3	10	13	1	4	22	27
Timanpur HS, Nawarangpur	-	-	1	1	1	4	7	12
Mudulipada HS,Malkangiri	-	-	2	2	-	-	1	1
Mudulipada GHS,Malkangiri	-	-	-	-	-	-	-	-
Antarba GHS,Gajapati	-	-	1	1	-	-	9	9
Dogharia HS,Gajapati	-	1	7	8	-	8	9	17
Total	**-**	**12**	**47**	**59**	**2**	**20**	**78**	**100**

Source: Final Data collected from Education Section of SSD Deptt

Table –3.28(a)

Division wise total Pass Students in HSC examination during last Five Years (2005-2009)

Name of the school	2004-05 to2008-09				
	1st	2nd	3rd	T	Percentage of Pass
Podagada GHS,Koraput	2	12	28	42	59.15
Dasmanthpur HS, Koraput	1	11	44	56	53.85
Dangasil GHS,Rayagada	-	1	21	22	39.29
Puttasingh GHS, Rayagada	-	4	8	12	15.58
Kodinga HS,Nawarangpur	11	27	53	91	34.60
Timanpur HS, Nawarangpur	1	4	12	17	22.97
Mudulipada HS,Malkangiri	1	2	3	6	12.00
Mudulipada GHS,Malkangiri	-	-	-	-	0
Antarba GHS,Gajapati	-	6	12	18	27.27
Dogharia HS,Gajapati	-	18	37	55	51.89
Total	16(5.01%)	85(26.65%)	218(68.34%)	319(100.00%)	36.50

Source: Data collected from field study

Table 3.28 and 3.28(a) shows the division wise number of pass students during last 5 years (2004-05 to 2008-09).Table 3.28(a) shows that maximum (68.34%) students are passed in third division followed by second (26.65%) division and first (5.01%) division. From the table it infers that majority of the students are not giving proper attention to study. Total percentage of pass in each school during the said period varies between 0.00 at Mudulipda Girls' High School to 59.15% at Podagada Girls' High School, Koraput district.

3.19 Percentage gap of sample schools with State average result & highest and lowest performing schools of SSD Deptt:

Table 3.28 (a), (b), (c), (d) & (e) below presents the Percentage gap of sample schools with State average result & highest and lowest performing schools of SSD Deptt. during last five years separately.

Table –3.29 (a)

Percentage gap of sample schools from State average result & highest and lowest performing schools of SSD Deptt during the year 2004-05

Name of the sample school	Performance of sample schools in Annual HSC Exam,2004-05	Difference in performance from highest (100%)performing schools of SSD Deptt, 2004-05	Difference in performance from lowest (0 %) performing schools of SSD Deptt, 2004-05	Difference in performance from state average 66.39%(schools of SSD Deptt,2004-05)
Podagada GHS,Koraput	4(44.44%)	- 55.56 %	+44.44%	-21.95%
Dasmanthpur HS, Koraput	8(57.14%)	-42.86 %	+57.14%	-9.25%
Dangasil GHS,Rayagada	4(100%)	0 %	+100%	+33.61%
Puttasingh GHS, Rayagada	2(18.18%)	- 81.82 %	+18.18%	-48.21%

Kodinga HS,Nawarangpur	14(34.15%)	-65.85 %	+34.15%	-32.24%
Timanpur HS, Nawarangpur	(0%)	- 100 %	+0%	-66.39%
Mudulipada HS,Malkangiri	1(10%)	- 90%	+10%	-56.39%
Mudulipada GHS,Malkangiri	-	-	-	-
Antarba GHS,Gajapati	2(28.57%)	- 71.43%	+28.57%	-37.82%
Dogharia HS,Gajapati	8(61.54%)	- 38.46%	+61.54%	-4.85%
Total	**43 (35.25%)**	**-64.75%**	**+35.25%**	**-31.14%**

During the year 2004-05, the students of 217 number of High Schools including 54 Girls' High schools of SSD Department were appeared the Annual High School examination. The state average result of SSD Department during 2004-04 was 66.39% and the number of schools below the state average result was 58(26.73%).Out of 217 High schools, 26 (11.98%) High schools had done very miserable performance in the Annual High School examination, the result varying from lowest(0%) in Timan pur High school of Nawarangpur district to 28.57% each in Antaraba GHS of Gajapati district and Manigaon High School of Nawarangpur district. Timan pur High school of Nawarangpur district and Antaraba GHS of Gajapati district are included in sample study. From the table 3.29(a) it is found that except one sample school i.e Dangasil GHS which had shown cent percent result during 2004-05, the other 8(89%) schools had annual HSC result below the State average (66.39%), varying from -4.85% to-66.39%. Mudulipada GHS had not been started during the year 2004-05.Out of 9 schools, 6(67%) schools had below 50% result during the year 2004-05.The average gap of all sample schools from highest (100%)performing schools of SSD Deptt, 2004-05 is-64.75%, from lowest (0 %) performing schools is+35.25% and from state average (66.39%) is-31.14% which shows that in majority schools the gap exist between state average result and school pass out result.

Table –3.29 (b)

Percentage gap of sample schools from State average result & highest and lowest performing schools of SSD Deptt during the year 2005-06

Name of the sample school	Performance of , sample schools in Annual HSC Exam,2005-06	Difference in performance from highest (100%)performing schools of SSD Deptt, 2005-06	Difference in performance from lowest(0%) performing schools of SSD Deptt, 2005-06	Difference in performance from state average 65.77%(schools of SSD Deptt,2005-06
Podagada GHS,Koraput	7(58.33%)	- 41.67 %	+58.33%	-7.44%
Dasmanthpur HS, Koraput	10(55.56%)	- 44.44 %	+55.56%	-10.21%
Dangasil GHS,Rayagada	0 (0%)	- 100 %	+0%	-65.77%
Puttasingh GHS, Rayagada	1(16.67%)	- 83.33 %	+16.67%	-49.1%
Kodinga HS,Nawarangpur	13(33.33%)	- 66.67%	+33.33%	-32.44%
Timanpur HS, Nawarangpur	1(8.33%)	- 91.67 %	+8.33%	-57.44%
Mudulipada HS,Malkangiri	(0%)	- 100%	+0%	-65.77%

Mudulipada GHS,Malkangiri	-	-	-	-
Antarba GHS,Gajapati	2(22.22%)	-77.78 %	+22.22%	-43.55%
Dogharia HS,Gajapati	5(45.45%)	- 54.55%	+45.45%	-20.32%
Total	39 (29.77%)	-70.23%	+29.77%	-36.00%

During the year 2005-06, the students of 217 numbers of High Schools including 54 Girls' High schools of SSD Department were appeared the Annual High School examination. The state average result of SSD Department during 2005-06 was 65.77% and the number of schools below the state average result was 118(54.38%). Out of 217 High schools, 31(14.29%) High schools had done very miserable performance in the Annual High School examination, the result varying from 0% to 28.13 % in Jagannath pur HS of Keonjher district. During this academic session 6 (3%) schools had shown zero result and 9 (4%) schools had shown less than 20% result excluding the zero result schools. From the table 3.29(b) it is found that two sample schools(Dangasil GHS,Rayagada District and Mudulipada HS,Malkangiri District) had shown zero result. All the sample schools during the year 2005-06 had annual HSC pass result below the State average (65.77%). Mudulipada GHS had not been started during the year 2005-06.Out of 9 schools,5(55.5%) schools had below 50% result during the year 2005-06. The average gap of all sample schools from highest (100%)performing schools of SSD Deptt, 2005-06 is-70.23%, from lowest (0 %) performing schools is+29.77% and from state average (65.77%) is-36.00% which shows that in all sample schools the gap is found between State average result and school pass out result.

Table –3.29 (c)

Percentage gap of sample schools from State average result & highest and lowest performing schools of SSD Deptt during the year 2006-07

Name of the sample school	Performance of sample schools in Annual HSC Exam, 2006-07	Difference in performance from highest (100%) performing schools of SSD Deptt, 2006-07	Difference in performance from lowest (0%)performing schools of SSD Deptt, 2006-07	Difference in performance from state average 73.93%(schools of SSD Deptt,2006-07)
Podagada GHS, Koraput	8(66.67%)	-33.33 %	+66.67%	-7.26%
Dasmanthpur HS, Koraput	9(37.50%)	- 62.50%	+37.50%	-36.43%
Dangasil GHS, Rayagada	7(100%)	0 %	+100%	+26.07%
Puttasingh GHS, Rayagada	3(18.75%)	- 81.25 %	+18.75%	-55.18%
Kodinga HS, Nawarangpur	24(40%)	-60%	+40%	-33.93%
Timanpur HS, Nawarangpur	3(17.65%)	- 82.35 %	+17.65%	-56.28%
Mudulipada HS, Malkangiri	2(11.76%)	-88.24 %	+11.76%	-62.17%
Mudulipada GHS, Malkangiri	-	-	-	-
Antarba GHS, Gajapati	4(36.36%)	- 63.64%	+36.36%	-37.57%
Dogharia HS, Gajapati	11(64.71%)	- 35.29%	+64.71%	-9.22%
Total	71 (39.23%)	-60.77%	+39.23%	-34.70%

During the year 2006-07, the students of 217 numbers of High Schools including 54 Girls' High schools of SSD Department were appeared the Annual High School examination. The State average result of SSD Department during 2006-07 was 73.93% and the number of schools below the State average result was 110(50.69%) Out of 217 High

schools, 15(6.91%) High schools had done very miserable performance in the Annual High School examination, the result varying from lowest(0%) in K.Maligaon Girls'High school of Rayagada district to 29.17 % in S.B Nuagaon HS of Koraput district. During this academic session, only one school of SSD Deptt. had shown zero pass out result and 10 (5%) schools had shown less than 20% result excluding the zero result school. From the table 3.29(c) it is found that no sample schools had shown zero result during this year. Mudulipada GHS had not been started during the year 2005-06. Out of the rest 9 schools, only one school i.e Dangasil GHS of Rayagada district which had shown 0% result in previous year had shown 100% result during this year and had remained +26.07% above state average result. All other sample schools (8 nos.) had annual HSC pass result below the State average (73.93%). Out of 9 schools, 6(66.67%) schools had below 41% result during the year. The average gap of all sample schools from highest (100%)performing schools of SSD Deptt, 2006-07 is-60.77%, from lowest (0 %) performing schools is+39.23% and from state average (73.93%) is-34.70% which shows that in majority sample schools the gap is found between State average result and school pass out result which varies between -7.26% and-62.17%.

Table –3.29 (d)

Percentage gap of sample schools from State average result & highest and lowest performing schools of SSD Deptt during the year 2007-08

Name of the sample school	Performance of sample schools in Annual HSC Exam,2007-08	Difference in performance from highest(100%) performing schools of SSD Deptt,2007-08	Difference in performance from lowest (5%)performing schools of SSD Deptt,2007-08	Difference in performance from state average 69.26%(schools of SSD Deptt,2007-08)
Podagada GHS, Koraput	12(75%)	- 25 %	+70.00%	+5.74%
Dasmanthpur HS, Koraput	18(72%)	- 28 %	+67.00%	+2.74%
Dangasil GHS, Rayagada	2(15.38%)	- 84.62 %	+10.38%	-53.88%
Puttasingh GHS, Rayagada	2(12.5%)	- 87.5%	+7.50%	-56.76%
Kodinga HS, Nawarangpur	13(20.0%)	- 80.00 %	+15.00%	-49.26%
Timanpur HS, Nawarangpur	1(5%)	- 95.00 %	0%	-64.26%
Mudulipada HS, Malkangiri	2(40%)	- 60.00 %	+35.00%	-29.26%
Mudulipada GHS, Malkangiri	-	-	-	-
Antarba GHS, Gajapati	1(5.26%)	- 94.74 %	+0.26%	-64.00%
Dogharia HS, Gajapati	4 (19.04%)	- 80.96 %	+14.04%	-50.22%
Total	**55 (27.5%)**	**-72.5%**	**+22.5%**	**-41.76%**

During the year 2007-08, the students of 217 numbers of High Schools including 54 Girls' High schools of SSD Department were appeared the Annual High School examination. The State average result of SSD Department during 2007-08 was 69.26% and the number of schools below the State average result was 100(46.08%) Out of 217 High schools, 20(9.22%) High schools had done very miserable performance in the Annual High

School examination, the result varying from lowest (5.00%) in Timanpur High school of Nawarangpur district to 29.41 % in Gampakunda HS of Malkangiri district. During this academic session no school of SSD Deptt. had shown zero percent pass out result. But 9(4%) schools had shown less than 20% result. From the table 3.29(d) it is found that Mudulipada GHS had not been started during the year 2007-08. Out of the rest 9 schools, only two schools i.e Podagada GHS and Dasmanthpur HS of Koraput district had shown more than 70% pass out result during this year and had remained +5.74% and+2.74% above State average result respectively. These two schools were also adopted by the Institute of Mathematics and Applied Science during the year 2007-08. This Institution had organized a three day training course and had provided CD to teachers to show the study practice in the Computer. This shows that regular coaching will improve the performance of the students. All other sample schools (7 nos.) had annual HSC pass result below the State average (69.26%) and the difference varies between-29.26 in Mudulipada HS to 64.26% in Timanpur HS. The average gap of all sample schools from highest (100%)performing schools of SSD Deptt, 2007-08 is-72.50%, from lowest (5.00 %) performing schools is+22.5% and from State average (69.26%) is-41.76% .

Table –3.29 (e)

Percentage gap of sample schools from State average result & highest and lowest performing schools of SSD Deptt during the year 2008-09

Name of the sample school	Performance of sample schools in Annual HSC Exam,2008-09	Difference in performance from highest(100%) performing schools of SSD Deptt, 2008-09	Difference in performance from lowest (0%)performing schools of SSD Deptt, 2008-09	Difference in performance from state average 72.29%(schools of SSD Deptt, 2008-09)
Podagada GHS, Koraput	11(47.83%)	- 52.17 %	+47.83%	-24.46%
Dasmanthpur HS, Koraput	11(47.83%)	- 52.17 %	+47.83%	-24.46%
Dangasil GHS, Rayagada	8(72.73%)	- 27.27 %	+72.73%	+0.44%
Puttasingh GHS, Rayagada	4(13.33%)	- 86.67%	+13.33%	-58.96%
Kodinga HS, Nawarangpur	27(45.00%)	- 55.00 %	+45.00%	-27.29%
Timanpur HS, Nawarangpur	12(100%)	0 %	+100%	+27.71%
Mudulipada HS, Malkangiri	1(12.50%)	- 87.50 %	+12.50%	-59.79%
Mudulipada GHS, Malkangiri	Nil (0 %)	-100%	0%	-72.29%
Antarba GHS, Gajapati	9(45.00%)	- 55.00 %	+45.00%	-27.29%
Dogharia HS, Gajapati	17(80.95%)	- 19.05 %	+80.95%	+8.66%
Total	**100 (46.51%)**	**-53.49%**	**+46.51%**	**-25.78%**

During the year 2008-09, the students of 265 numbers of High Schools including 97 Girls' High schools of SSD Department were appeared the Annual High School

examination. The State average result of SSD Department during 2008-09 was 72.29% and the number of schools below the State average result was 110(41.51%) Out of 265 High schools (including 10 EMRS), 21(8%) High schools had done very miserable performance in the Annual High School examination, the result varying from lowest (0%) in Mudulipada Girls'High school of Malkangiri district to 27.59% in Kumbhariput HS of Koraput district. During this academic session only one school of SSD Deptt. had shown zero pass out result and 11 (4%) schools had shown less than 20% result excluding the zero result school. From the table 3.29(e)it is shown that Mudulipada GHS which appeared for the first time in final HSC examination in the year 2008-09 had shown zero result. Out of the rest 9 schools, 3 schools i.e Dangasil GHS of Rayagada district Timanpur HS of Nawarangpur districtand Dogharia HS of Gajapati district had shown more than 70% pass out result during this year and had remained above State average result of 72.29%. The rest sample schools (6 nos.) had annual HSC pass result below the State average which varies between -24.46 percent and-72.29 percent. The average gap of all sample schools from highest (100%)performing schools of SSD Deptt, 2008-09 is-53.49%, from lowest (0 %) performing schools is+46.51% and from State average (72.29%) is-25.78% .

Study District wise comparative statement of Annual HSC Examination Results 2004-05 of the schools & of the State under SSD Department

Sl. No	Name of the study districts	Percentage of pass in all schools	Percentage of pass in ST & SC Dev Deptt schools
1	Koraput	54.27	55.23
2	Rayagada	53.05	62.62
3	Nabarangpur	43.93	48.33
4	Malkangiri	47.80	70.34
5	Gajapati	39.80	62.01

Source: Activity Report of SSD Department, 2005-06

District wise comparative statement of Annual HSC Examination Results 2005-06 of the schools & of the State under SSD Department

Sl. No	Name of the study districts	Percentage of pass in all schools	Percentage of pass in ST & SC Dev Deptt schools
1	Koraput	56.01	59.92
2	Rayagada	41.75	47.71
3	Nabarangpur	37.49	44.23
4	Malkangiri	51.51	54.93
5	Gajapati	35.05	59.57

Source: Activity Report of SSD Department, 2006-07

District wise comparative statement of Annual HSC Examination Results 2006-07 of the schools & of the state under SSD Department

Sl. No	Name of the study districts	Percentage of pass in all schools	Percentage of pass in ST & SC Dev Deptt schools
1	Koraput	57.23	62.23
2	Rayagada	44.82	52.27
3	Nabarangpur	37.86	47.39
4	Malkangiri	53.18	60.11
5	Gajapati	42.90	73.90

Source: Activity Report of SSD Department, 2007-08

District wise comparative statement of Annual HSC Examination Results 2007-08 of the schools & of the state under SSD Department

Sl. No	Name of the study districts	Percentage of pass in all schools	Percentage of pass in ST & SC Dev Deptt schools
1	Koraput	50.44	57.91
2	Rayagada	51.43	58.67
3	Nabarangpur	37.22	46.88
4	Malkangiri	54.20	66.09
5	Gajapati	45.39	70.00

Source: Activity Report of SSD Department, 2008-09

Study district wise comparative statement of Annual HSC Examination Results for four consecutive years from 2004-05, 2005-06, 2006-07, 2007-08 of the Schools under S&ME Deptt.& under SSD Department shows that the schools under SSD Department are showing better result than the schools of S &ME Department. This may be due to lodging and boarding facilities provided to the students of SSD Department schools.

The High School result of SSD Department, 2008-09 shows that only 3 schools are showing very low performance. They are Puttasingh GHS (13.33%) Mudulipada HS(12.50%) Mudulipada GHS (0 %).

The reason behind the low performance of these schools are that ,Verbal Instruction was issued to the Head Master of Puttsing High Schools by the district Officials of SSD Department for sent up of all students of class X to appear the annual HSC examination during the year 2008-09, irrespective of their low performance in the test examination. The final HSC result of the school during the year 2008-09 was 13.33%(4 students passed out of 30 students appeared in the final HSC examination).In Mudulipada Girls' High school, in the 1st batch,7 Girl students appeared the annual HSC examination during the year 2008-09,but all failed. The head master who has been joined recently in the school and other teacher of the school viewed that 90% of the students belong to Bonda (PVTG) community and 10% to Didayi (PVTG) community. At primary level, the students belonging to these communities do not understand Oriya language up to class V. This deficiency continues up to higher classes where they find it much difficult to catch many other subjects including Oriya which is one of the main causes of low performance. Two schools i.e Govt GHS, Podagada ,and ,Govt HS Dasmanthpur, Koraput district which were performed

better during the year 2007-08,showed poor result during the year 2008-09.The reason for declining performance may be due to non filling of science teacher as well as clerk post in those schools and also may be due to the joining of new head masters in both the schools who belong to the coastal district.

3.20 Subject wise performances in the HSC Examination (2008):

Various subject wise performances of the students of sample school is presented below.

Table –3.30

Subject wise performances in the HSC Examination (2008)

Name of the school	English		Math		Science		SST		MIL		Sanskrit/ Hindi	
	A	P	A	P	A	P	A	P	A	P	A	P
Podagada GHS, Koraput	15	7	15	6	15	8	15	8	15	14	15	10
Dasmanthpur HS, Koraput	25	19	25	19	25	19	25	19	25	21	25	23
Dangasil GHS, Rayagada	13	8	13	10	13	8	13	10	13	8	13	8
Puttasingh GHS, Rayagada	14	2	14	2	14	2	14	3	14	8	14	10
Kodinga HS, Nawarangpur	64	20	64	17	64	14	64	28	64	37	64	54
Timanpur HS, Nawarangpur	20	4	20	1	20	1	20	3	20	5	20	12
Mudulipada HS, Malkangiri	5	3	5	2	5	2	5	2	5	2	5	4
Mudulipada GHS, Malkangiri	-	-	-	-	-	-	-	-	-	-	-	
Antarba GHS, Gajapati	19	7	19	6	19	8	19	8	19	14	19	10
Dogharia HS, Gajapati	21	6	21	9	21	4	21	12	21	17	21	13
Total	196	76 (38.77%)	196	72 (36.73%)	196	66 (33.67%)	196	93 (47.45%)	196	126 (64.29 %)	196	144 (73.47.%

From the table it is found that, during the year 2008-09, the percentage of pass in the subject like English, Mathematics and Science is very poor i.e 38.77%, 36.73%, and 33.67% respectively in the 10 sample schools. From the table it is found that the students are doing better in Sanskrit and Hindi subject (73.47%).

3.21 School Management.

Decentralization of Education management has been highlighted in the National Policy on Education, 1985 and the revised National Education Policy, 1992 for improved efficiency and better functionality in the whole gamut of educational institutions. Educational management is primarily the function of the community. Realizing its importance, the Government of Orissa in School and Mass Education Department has framed the Orissa School Education (Community Participation) Rules, 2000 vide notification no. 1963/ S & ME dt.17.01.2001, which stipulates that the School Committee shall be a representative body of the Community to manage all the educational institutions of the Government i.e Primary, Upper Primary, High Schools and other Non Formal Education Centers. The Rule empowers the School Committee to supervise the progress of

universalisation of elementary education and improvement in the quality of secondary education and regulate enrolment, regular attendance and prevent drop out from the schools. It is intended that the Community supervision shall ensure successful functioning of the policy of decentralization of educational management. The Rule also provides that the School Committee shall be the Chief Executive functionary of School Management. But the residential schools of SSD Department have not been following it in letter and spirit leading to much chaos in the management of those institutions. The Department's G.O. no.21387 (13) dated 26.9.1966 with modifications incorporated later, which provides for eleven member Managing Committee with the S.D.O (Sub-Collector) as its Chairman in non TSP areas and the P.A. ITDA as the Chairman in the ITDA areas is still being followed, as it has not been withdrawn by the SSD Department. This helps the supervising Officials and teachers to act on their own as per their suitability, whims and fancies and take decisions unilaterally which often do not augurs well for the institutions as well as the students in fulfilling their cherished goals and aims.

Management of education system seems to be comparatively responsible, efficient, and responsive to the needs of the teachers and students. But it seems that in most of the schools, maximum post of teaching staff remains vacant. School calendar is not adjusted district wise in tune with the agricultural cycle. Incentives to the students such as textbooks, uniforms writing materials are not being provided in time. Transfer policies are often arbitrary and their implementations are politicized. Personal claims and grievance are not being addressed in time leading to discontentment among the staff. In almost all the study schools it was observed that no clerical staff have been posted, as a result one among the teaching staff remains in charge to maintain various records and registers as well as issuing certificates, mark sheets, monthly reports and returns etc. This hampers in the teaching activity of the concerned staff resulting in incompletion of courses and lack of proper supervision of the learning process on the part of the students.

3.22 Opinions of teachers concerning low performance:

During the field study opinion of the teachers are sought regarding the tough subject for students. The views of the teachers are reflected in the table 3.31

Table –3.31
Tough subject for students

Name of the school	No. of teachers inter viewed	Subjects					
		English	Math	Science	Oriya	S.S	Hindi Sanskrt
Podagada GHS, Koraput	7	3	3	1	-	-	-
Dasmanthpur HS, Koraput	6	5	5	4	-	1	-
Dangasil GHS, Rayagada	7	7	7	2	1	-	-
Puttasingh GHS, Rayagada	6	6	6	6	-	-	-
Kodinga HS, Nawarangpur	8	8	8	8	1	-	-
Timanpur HS, Nawarangpur	8	8	7	3	1	-	-

Mudulipada HS, Malkangiri	5	5	5	5	3	1	-
Mudulipada GHS, Malkangiri	5	5	5	5	3	-	-
Antarba GHS, Gajapati	5	5	4	1	-	-	-
Dogharia HS, Gajapati	5	2	1	2	-	-	2
Total	**62**	**54 (87.09%)**	**51 (82.26%)**	**37 (59.67%)**	**9 (14.52%)**	**2 (3.23%)**	**2 (3.23%)**

From the above table it is inferred that maximum students find English and Mathematics as tough subject followed by science. 54(87.09%) teachers opined that English is the tough subject for the students where as 51 (82.26%) opined that Mathematics is the tough subject for the students followed by Science (59.67%), Oriya(14.52%) ,Social study(3.23%) and Hindi/Sanskrit (3.23%).This also confirms the data shown in the table3.30.

3.23 Opinions of teachers on different aspects concerning Study:

Opinions of teachers of different sample schools were sought on different aspects concerning performance of the students, which are presented below in the table.

Table –3.32
Opinions of teachers

Name of the school	No. of teachers Inter viewed	Annual course complete d	Annual course incomplete	Subject assigned		Know the tribal culture	Does not know the tribal culture
				Like	Do not like		
Podagada GHS, Koraput	7	7	-	7	-	2	5
Dasmanthpur HS, Koraput	6	6	-	6	-	4	2
Dangasil GHS, Rayagada	7	7	-	7	-	1	6
Puttasingh GHS, Rayagada	6	6	-	6	-	-	6
Kodinga HS, Nawarangpur	8	8	-	8	-	3	5
Timanpur HS, Nawarangpur	8	8	-	8	-	2	6
Mudulipada HS, Malkangiri	5	5	-	5	-	5	-
Mudulipada GHS, Malkangiri	5	5	-	5	-	4	1
Antarba GHS, Gajapati	5	5	-	5	-	5	-
Dogharia HS, Gajapati	5	5	-	5	-	-	5
Total	**62**	**62**	-	**62**	-	**26**	**36**

Above table indicates that all the teachers who were interviewed during the study had completed the course and liked the subject assigned to them. But from among them only26 (42%) were aware of the tribal culture where as (58%) were unaware of it.

3.24 Punishment to students:

Information was also collected regarding punishment given by the teachers to the students .The collected data are presented in tabular form below.

Table –3.33
Punishment to students

Name of the school	No. of teachers interviewed	Punishments to students				
		For not doing home work	Committing indiscipline	Irregular attendance	For not obeying orders	Any other
Podagada GHS, Koraput	7	-	-	-	-	-
Dasmanthpur HS, Koraput	6	-	-	-	-	-
Dangasil GHS, Rayagada	7	3	1	-	-	-
Puttasingh GHS, Rayagada	6	2	1	-	-	-
Kodinga HS, Nawarangpur	8	4	-	-	-	-
Timanpur HS, Nawarangpur	8	2	2	-	-	-
Mudulipada HS, Malkangiri	5	3	2	-	-	-
Mudulipada GHS, Malkangiri	5	2	1	-	-	-
Antarba GHS, Gajapati	5	5	5	4	4	-
Dogharia HS, Gajapati	5	2	2	1	1	-
Total	**62**	**23**	**14**	**5**	**5**	**-**

It is reflected from the above table that punishment are also given to the students by the teachers though it has already been lifted out from the schools to drive away fear ness from the mind of the students regarding teaching and to raise the enrolment level. Total 62(69%) teachers from different sample schools were interviewed and from among them 23(37%)opined that they are giving punishment to students for not doing home work,14 (23%)replied that students are punished due to committing indiscipline and 5 teachers(8%) in each case gave their opinion that the students are punished for irregular attendance and not obeying the orders of the teachers.

3.25 Problems of tribal schools:

Communal life forms a basic parameter of the tribal society. It finds manifestation through the various festivals and cultural celebrations. Each and every members of the tribal society irrespective of their age and sex participate in the dance and song organized for the cultural celebration. But these fairs and festivals are not given importance at school level. Non-tribal teachers posted in tribal schools, think these cultural activities of the tribals are just whiling away the time in a fruitless way. If the teachers can participate in these occasions by giving due regards to the tribal culture, then he can build up a good educational center in the village. In the tribal village, the teacher should be a learner, more specifically a 'seeker' of local knowledge from the tribal culture, which would ultimately turn into a global knowledge. The problems of each of the 10 schools studied are mentioned in the following lines.

Govt.GHS Podagada: Government Girls' High School is located adjacent to the main road connecting Koraput with Rayagada town but about 2 kms. away from the habitation of Podagada village of Dasmanthpur Block. The entire area of the school is protected with boundary walls and about 342 numbers of hostellers resides within the school premises. The 100 seated ST girls' hostel building constructed recently was well equipped with spacious rooms, toilets, cots, mosquito nets, etc. whereas other inmates of the school residing in other buildings were deprived of such facilities and made to live in a cramming situation. Inadequate toilet and bathing facilities within the school premises forced them to go outside along the stream flowing nearby for their daily chores. Two tube wells were also insufficient for the boarders to have safe drinking water for their consumption as well as for their day-to-day activities. Concentrating in their studies was also handicapped by the erratic supply of electricity coupled with voltage fluctuations and load shedding on majority of the days. Though 7 lady teachers had been posted in this Girls' High School and provided with quarters within the school premises, most of them preferred to shuttle daily from Koraput to Sunabeda, where their families were staying. There was no playground nearby the school. The students up to class IX used to sit on the damaged floor in their respective classroom due to non-availability of benches and desks. With gradual increase in enrollment of students in schools, classes found over crowded with no spaces left for the movement of hands, feet by the students nor were they able to sit comfortably. The Science laboratory was not in a proper state and the computers and other peripherals provided to students earlier remained unused purposefully. Non-involvement of local community in the day-to-day affairs of the school, non-functioning of VEC/ PTA in the school was the major handicap in sorting out the silly and petty problems of the students and thus they became dispirited in their studies.

Govt. High School, Dasmanthpur: Government High School, Dasmanthpur is actually located at Machput at a distance of about 2.5 K.Ms from the Dasmanthpur Block HQs. Though the School area was protected with a boundary wall, the front gate was not functional. As a result, herds of cattle and local people often entered the school premises for grazing and fetching water from the tube-well. The post of science teacher had been lying vacant since long and the headmaster, who had joined during 2008 just after his promotion; preferred to be out of headquarters on the plea of official work and he was actually interested for his transfer to any station nearby his home district. The post of the clerk was also vacant since long and thus one of the responsible teachers remained busy in non-teaching activities and in discharge of duties of the clerk in the school. A hostel building constructed out of RLTAP fund worth rupees fifteen lakh, though completed the same was yet to be handed over to the school authorities for the proper accommodation of the boarders of the school. The walls of this building had developed cracks at few points and it hinted about the poor workmanship with whom it was executed. Though a VEC was there, no records and registers concerning its meeting and decisions taken were traced out. There was a scope for developing a kitchen garden within the school premises but it was not used, purposefully.

Kodinga High School: Majority students in the High School at Kodinga, admitted at high school level were below standard students because of no detention rule implemented by the Govt. It was also observed that there was no cooperation among the teaching staff. Local teachers were dominating the outside teachers posted at the school. The boys' and girls' hostel were located in one campus which disturbed the study atmosphere. The grown up boys and girls were found involved in gossiping and whiling away their time without giving attention to the study. VEC meeting was not held regularly and supervising officials were

not supervising the institutions regularly. It was observed that the students at higher level even not able to understand Oriya language and other subjects properly due to their below standard at primary level. Sitting problems of the students are also observed in the classroom. About 100 students were sitting in a classroom, which posed difficulty in keeping and reading their books properly. No bench and desks were provided to the students, even at higher classes. While the teaching was going on at school, the students' long absenteeism for their participation in the local festivals was observed.

Timanpur High School: The Boys and Girls hostel are located in one campus which disturbing the study atmosphere. The grown up boys and girls were found involved in gossiping and whiling away their time without giving attention to the study. No benches and desks were provided to the students, even at higher classes. As the school is situated in interior pocket, it was observed that the students at higher level even not able to understand Oriya, English, Science and Mathematics properly due to their below standard at primary level. Supervising Officers were not supervising the school regularly. Student absenteeism for a long period for attending their local festivals was observed. Besides, students were also suffering from the Malaria regularly and went back to their home for a long period for recovery. At the time of the field visit it was noticed that at the school 2 students were suffering from the Malaria.

Dongasil Girls' High School: Majority students (70%) at Dongasil High School belong to Saora community. There were 14 teachers for teaching 457 students. There was only one tube well in the school premises for use of 457 students and teaching and non-teaching staff. There was no required number of latrine and bathroom for use of the students. Students usually went outside for bathing and toilet. Though there was boring system for water supply but due to low voltage, the water could not be drawn timely. Students except class X were sitting on the ground for study. There was no storage facility for storing of the rations for cooking. More numbers of male and young teachers appointed in the girls high school created problem and sometimes lead to untoward incidence.

Puttasing Girls' High School: There were 300 girl students from class VI to X and 5 teachers at Puttasing Girls' High School during the field study. The pupil-teacher ratio in the school was 1:60, Generally for higher class students, there was no sufficient teaching staff. One MCT teacher was teaching the higher class students of class IX and X. The reading and writing materials were supplied in the mid of the academic session. Boys' High School and Girls' High School were situated in one campus and both the hostel for boys and girls are closed to each other for which the study atmosphere was hampered. Some students were unable to read and write Oriya language. There was only one tube well in the school premises for use of 300 students and teaching staff. Though one bore well has been installed for water supply but due to low voltage, the water could not be drawn timely for various uses. PTA/VEC meeting were not held regularly for which the school problems could not be solved immediately.

Mudulipada Boys' High School and Mudulipada Girls' High School: Both the Boys' High School and Girls' High School were situated within a distance of 1 km in Mudulipada GP in Khairiput block of Malkangiri district. Majority of students (90%) in both the high schools at Mudulipada were from Bonda community, a PTG of the State. The parents of the students and the villagers were found non-cooperative. Most of the Bonda students admitted at primary level came to the school when the mid-day-meal was served

and after taking meal, they left the school. It was not possible for the teachers to keep them at school because of direct interference of their parents.

The grown up boys at high school level used to visit to dormitory at night without caring the instruction of the headmaster/teachers and returned to school in the morning. They purposefully had broken the reeling of all the windows of the school hostel and usually used it as their entrance in to and exit from the school when they desired even though the door remained closed inside. In the class they usually dozed and did not care for the teaching.

Usually the students at primary level, up to class V-VI, were not fully acquainted with the Oriya language. When they were promoted to higher classes without keeping the required percentage, they could not be able to follow the different subjects at higher level. This was the main reason of their low/zero percentage in the annual high school examination.

Study atmosphere was totally absent in the schools. The Girls 'High School boundary wall was partially demolished by some Bondas illegally so as to make the school ground free grazing field for their cattle. Again, due to scarcity of Govt. area, there was no playground for the students. The villagers were collecting fund for their festivals and religious purposes from the school on demand, which put the teachers in trouble. The students, parents, as well as the villagers were so arrogant that they always threatened the teachers by bow and arrow for non compliance to subscribe fees for religious events and share the mid-day-meal with other than students. The students as well as the parents demanded for keeping the school gate open always for their free entry and exit to and from the school premises.

The school was electrified but due to low voltage, the students could not read at night. The students from class 1 to class X of a village resided in one hostel room instead of students of each class in one room because of their suspicious attitude towards the students of other villages.

Dogharia High school: It was a coeducation school. There were 5 classes from IV to X. There was boundary wall in front side of the school only. There was no front gate. Asbestos roof of the class room and hostel rooms were damaged. Floors and walls of the classroom and hostel room were damaged. Presently the latrine and bathroom facilities were not available in the school. Students of class IV and V were sitting on the floor. The students, both boys and girls were taking their bath in the nearest stream. Separate hostel facilities were not provided to the boys and girls, which was polluting the study atmosphere. There were no sufficient staff quarters. The available staff quarters were found in damaged condition; especially the latrine, bathroom and floor of the quarters need immediate repair. There were no sufficient cots for the boarders for which students of lower classes are sleeping on the floor and frequently suffering from cold and fever.

Antaraba Girls' High school: The school had 5 classes, from class I to class X. Maximum teachers were male teachers, teaching students of classes, VIII to X. There was acute shortage of drinking water. There were only two tube wells available in the school-cum-hostel campus, which did not provide sufficient water. Though the school was electrified, current failed frequently and that created problem in the study. There were twelve latrines in the school which were not sufficient for 369 students and staff of the school. There was only two staff quarters present in the school. Therefore, the teachers had occupied

the hostel rooms for staying. Sufficient cots had not been provided to boarders for which they were sleeping on the floor and frequently suffering from cold and fever.

The problem of teacher shortage is magnified by short hours of work. Average Government school is closed for about 12 weeks each year on account of annual vacations and for another 60 days during the remaining 40 weeks on account of Sundays and Saturdays (most schools have half day timing). That leaves 220 days of potential teacher attendance, out of which 20 days or so have to be deducted for other holidays and permitted leave; another 20 days or so for closure of the school during heavy rains; another 12 days or so for non teaching duties such as Census and election related assignments and about 9 days (one day in a month) or so for collection of salary ;and another 9 days or so for collection and distribution of incentives such as food rations, free text books, uniform distribution etc. If this deduction formula is made on a conservative basis (e.g. it ignores other common diversions such as administrative tasks, in-service training and strikes) yet a teacher gets 150 working days per year. On each of these 150 days, a teacher is supposed to spend about 6 hours at school. But arriving late and leaving early is an accepted practice in most of the schools and casual absenteeism is also common. Many teachers indulged in various degrees of sustained absenteeism. This further reduces the effective teaching time to 2 hours a day, for 150 days per year. When this is divided among 40 children, it amounts to roughly less than one minute of individual teaching attention per student per day over the whole year. The fundamental flaw in the schooling system is low level of teaching activity, which is also one of the main reasons for low performance of the students as well as of the whole school.*(Public Report on Basic Education in India: The Probe Team,1999)*

Some problems faced by schools are common to all and some of them are community specific. Thus Govt. should adopt specific measures for different schools to combat the situation for improvement in the performance of the schools.

CHAPTER - 1V

Socio Economic Profile of the Students and Parents: Factors of Low performance and High Dropout

During the field study in ten sample schools, as many as 90 parents (4 numbers of parents each from three categories of students like pass out students, failure students and drop out/not sent up students of class X during the years from 2005 to 2009) were interviewed to assess their views and attitude towards their children's education. The focus of the study was to investigate the role of parents/guardians and attributions of low achievers and high achievers about the perceived causes of their success and failure.

4.1 Profiles of parents interviewed:

4.1.1 Community/ Sub-caste of parents Interviewed:

Community/ Sub-caste of parents interviewed are presented in the table below.

Table - 4.1

Ethnic Status of Parents/Guardian Interviewed

Name of the School	No. of parent Inter-viewed	Community/ Sub caste										
		ST								SC		OC
		Kondh	Paraja	Saura	Jhodia	Gond	Baiga	Bonda	Bhottada	Dom	Ganda	
Podagada GHS,Koraput Dist	8	2	2	-	-	-	-	-	-	4	-	--
Dasmanthpur HS, Koraput Dist	8	1	3	1	1	-	-	-	-	2	-	--
Dangasil GHS,Rayagada Dist	11	5	2	-	-	-	-	-	-	3	-	1
Puttasingh GHS, Rayagada Dist	9	1	-	8	-	-	-	-	-	-	-	-
Kodinga HS,Nawarangpur Dist	12	-	-	-	-	-	-	-	5	3	-	4
Timanpur HS, Nawarangpur Dist	12	-	-	-	-	10	1	-	-	-	1	-
Mudulipada HS,Malkangiri Dist	8	-	-	-	-	-	-	8	-	-	-	-
Mudulipada GHS,Malkangiri Dist	4	-	-	-	-	-	-	4	-	-	-	-
Antarba GHS,Gajapati Dist	8	-	-	8	-	-	-	-	-	-	-	-
Dogharia HS,Gajapati Dist	10	-	-	10	-	-	-	-	-	-	-	
Total	90	9 (10%)	7 (7.78%)	27 (30%)	1	10 (11.1%)	1	12 (13.3%)	5 (5.56%)	12 (13.3%)	1	5 (5.55%)

Out of 90 parents interviewed, maximum number (72) parents belonged to ST community. Out of them, 27(30%) were from Saora community, 12(13.3%) from Bonda, 10(11.1%) from Gond, 9(10%) from Kandha, 7 (7.78%) from Paroja, 5 (5.56%) from Bhottada and one each from Jhodia and Baiga community, 13(14.4%) from SC Community and 5(5.55%) from other communities. From among the SC Community majority belong to Dom caste and only one belongs to Ganda community.

4.1.2 Marital Status and age of Parents Interviewed:

Marital Status and age of parents interviewed are presented in the table below.

Table - 4.2
Marital Status and Age of Parents Interviewed

Name of the School	No. of Parents/ Guardians Inter viewed	Marital Status		Age		
		Married	Un Married	Below 40	Above 40 and below 60	Above 60
Podagada GHS, Koraput Dist	8	7	1	2	5	1
Dasmanthpur HS, Koraput Dist	8	7	1	1	5	2
Dangasil GHS, Rayagada Dist	11	11	-	-	11	-
Puttasingh GHS, Rayagada Dist	9	9	-	-	9	-
Kodinga HS, Nawarangpur Dist	12	12	-	3	9	-
Timanpur HS, Nawarangpur Dist	12	12	-	5	7	-
Mudulipada HS, Malkangiri Dist	8	8	-		5	3
Mudulipada GHS, Malkangiri Dist	4	4	-	1	3	-
Antarba GHS, Gajapati Dist	8	8	-		8	-
Dogharia HS, Gajapati Dist	10	10	-		10	-
Total	**90**	**88**	**2**	**12 (13%)**	**72 (80%)**	**06 (7%)**

From the above table, it is found that out of 90 parents interviewed, 88 are married and 2 are unmarried who are guardians and appears to be the elder brother and the uncle of the students as due to operation of agricultural season, the parents were not available for interview. Among them, 12(13%) are in the age group below 40 years,72(80%) are above 40 years and below 60 years and only 6(7%) numbers of parents are above 60 years.

4.1.3 Educational standard of parents:

It is generally accepted that the education and the occupation of parents and the ethos of children's home are crucial in determining the educational performance of the children. Educational standard of the parents interviewed are presented in the table below.

Table - 4.3 (a)
Educational Status of Father /Guardian

Name of the School	No. of Parents Inter viewed	Illiterate	Just Literate/ Primary	ME	HSC	+2
Podagada GHS, Koraput Dist.	8	1	4	1	-	2
Dasmanthpur HS, Koraput Dist.	8	5	1	1	1	-
Dangasil GHS,Rayagada Dist.	11	2	9	-	-	-
Puttasingh GHS, Rayagada Dist.	9	6	3	-	-	-
Kodinga HS,Nawarangpur Dist.	12	1	11	-	-	-
Timanpur HS, Nawarangpur Dist.	12	3	9	-	-	-
Mudulipada HS,Malkangiri Dist.	8	7	1	-	-	-
Mudulipada GHS, Malkangiri Dist.	4	3	1	-	-	-
Antarba GHS, Gajapati Dist.	8	3	2	2	1	-
Dogharia HS, Gajapati Dist.	10	1	4	2	2	1
Total	**90**	**32** (36%)	**45** (50%)	**6** (6.7%)	**4** (4.4%)	**3** (3.33%)

Out of 90 parents/guardians of the class X students, 32 (36%) were reported to be illiterate, 45 (50%) parents were just literate, 6 (6.7%) studied up to the ME level, 4 (4.4%) studied up to HSC level and 3 (3.33%) educated up to the +2 or intermediate level. Most (86%) of the parents and guardians of the students were either illiterate or just literate.

Table - 4.3 (b)
Educational Status of Mother

Name of the school	No. of Parents Inter viewed	Mothers educational level				
		Illiterate	primary	ME	HSC	+2 and above
Podagada GHS, Koraput Dist	08	6	-	1	1	
Dasmanthpur HS, Koraput Dist	08	6	2	-	-	-
Dangasil GHS, Rayagada Dist	11	11	-	-	-	-
Puttasingh GHS, Rayagada Dist	09	09	-	-	-	-
Kodinga HS, Nawarangpur Dist	12	7	-	2	3	-
Timanpur HS, Nawarangpur Dist	12	11	1	-	-	-
Mudulipada HS, Malkangiri Dist	08	8	-	-	-	-
Mudulipada GHS, Malkangiri Dist	04	4	-	-	-	-
Antarba GHS, Gajapati Dist	08	6	1	1	-	-
Dogharia HS, Gajapati Dist	10	7	3	-	-	-
Total	**90**	75(78%)	7(8%)	4(4%)	4(4%)	

The above table shows the educational standard of mothers of the interviewed students. Out of 90 mothers, about 78% mothers were found illiterate and 7(8%) were found just literate. Equal numbers (4%) of mothers each were read up to ME and high school level respectively.

4.1.4 Occupational Status of Parents/Guardians:

Occupational Status of Parents/Guardians is presented in the table below.

Table - 4.4
Occupational Status of interviewed Parents/Guardians

Name of the School	No. of Parents guardian Interviewed	Culti-vation	Agr. labour	Wage labour	Busi-ness	Se-rvice	House hold work	Pursuing studies
Podagada GHS,Koraput Dist	08	-	4	1	-	1	1	1
Dasmanthpur HS, Koraput Dist	08	-	6	-	1	1	-	-
Dangasil GHS,Rayagada Dist	11	9	-	1	-	1	-	-
Puttasingh GHS, Rayagada Dist	09	9		-	-	-	-	-
Kodinga HS,Nawarangpur Dist	12	5	-	3	2	2	-	-
Timanpur HS, Nawarangpur Dist	12	6	-	3	1	2	-	
Mudulipada HS,Malkangiri Dist	08	8	-	-	-	-	-	
Mudulipada GHS,Malkangiri Dist	04	3	-	-	-	1	-	-
Antarba GHS,Gajapati Dist	08	7	-	-	1	-	-	-
Dogharia HS,Gajapati Dist	10	7	-	1	1	1	-	-
Total	**90**	**54** (60%)	**10** (11%)	**9** (10%)	**6** (7%)	**9** (10%)	**1**	**1**

From the above table it is found that maximum number of parents 54(60%) were engaged as cultivators, followed by 10(11%) as agricultural labourers, 9 (10%) as wage labourers, 6 (7%) as businessmen and 9 (10%) as service holders. From among the parents/guardians, one was the elder brother of the student interviewed who was continuing his study and the other one was the uncle who was a petty contractor.

4.2 House Types of Parents:

The types of house of the interviewed parents are presented in the table below.

Table - 4.5
House Types of Parents

Name of the School	No. of Parents Interviewed	Type of House	
		Katcha	Pucca
Podagada GHS, Koraput Dist	8	7	1
Dasmanthpur HS, Koraput Dist	8	7	1(IAY)
Dangasil GHS, Rayagada Dist	11	10	1
Puttasingh GHS, Rayagada Dist	9	8	1
Kodinga HS,Nawarangpur Dist	12	8	4
Timanpur HS, Nawarangpur Dist	12	11	1
Mudulipada HS,Malkangiri Dist	8	8	-
Mudulipada GHS, Malkangiri Dist	4	4	-
Antarba GHS, Gajapati Dist	8	4	4
Dogharia HS, Gajapati Dist	10	7	3
Total	**90**	74(82%)	16(18%)

From the table above it is found that most of the parents (82%) possessed kutcha houses where as only 16 (18%) parent possessed pucca houses. One had been provided a house under Indira Awas Yojana. This shows that most of the students were from poor family.

4.3 Land Holdings:

Land Holdings of parents is presented in the table below.

Table - 4.6
Parents Land Holdings

Name of the school	No. of Parents Interviewed	Land Holdings (in acres)			
		Landless	Upto 2.5 acres	2.5 to 5 acres	Above 5 acres
Podagada GHS,Koraput Dist	8	-	6	-	2
Dasmanthpur HS, Koraput Dist	8	2	4	1	1
Dangasil GHS,Rayagada Dist	11	1	9	1	-
Puttasingh GHS, Rayagada Dist	9	-	9	-	-
Kodinga HS,Nawarangpur Dist	12	1	8	2	1
Timanpur HS, Nawarangpur Dist	12	1	6	5	-
Mudulipada HS,Malkangiri Dist	8	-	4	3	1
Mudulipada GHS,Malkangiri Dist	4	-	1	2	1
Antarba GHS,Gajapati Dist	8	-	5	3	-
Dogharia HS,Gajapati Dist	10	-	8	2	-
Total	**90**	5(6%)	60(67%)	19(21%)	6(7%)

From the above table it is observed that 5 (6%) parents were landless, 60 (67%) were marginal farmers, 19 (21%) were small farmers and 7 per cent parents were big farmers.

4.4 Economic condition of parents:

The economic status of respondents could have been judged by obtaining precise information regarding their parental income. This will give information on the respondent's perception of their financial situation, which has positive impact on their teaching.

The tribal people of Orissa earn their livelihood through marginal agriculture, shifting cultivation, collection of minor forest produce and wage labour. Most of the tribal people have a low economic profile and lead a miserable life. The tribal depend on forests produce for about 8 months and on agriculture for about 4 months. The children of 4 to 6 age group are found to be helping their parents in collection of forest produce. In this situation, mostly the parents do not desire to spare their children or their labour power and allow them to attend schools.

Table - 4.7
Income Range of Parents

Name of the schools	Number of parents	Income range (in Rupees)			
		Less than 11000/-	11000/- to 21000/-	21001/- to 31000/-	Above 31000/-
Podagada GHS,Koraput Dist	8	6	1	-	1
Dasmanthpur HS, Koraput Dist	8	3	5	-	-
Dangasil GHS,Rayagada Dist	11	-	9	-	2
Puttasingh GHS, Rayagada Dist	9	-	9	-	-
Kodinga HS,Nawarangpur Dist	12	5	2	-	5
Timanpur HS, Nawarangpur Dist	12	5	6	-	1
Mudulipada HS,Malkangiri Dist	8	-	7	1	-
Mudulipada GHS,Malkangiri Dist	4	-	3	-	1
Antarba GHS,Gajapati Dist	8	-	3	5	-
Dogharia HS,Gajapati Dist	10	-	7	3	-
Total	**90**	**19(21%)**	**52(57.78%)%)**	**9(10%)**	**10(11%)**

From the table it is found that most of parents/guardians (78.89%) were within the income range of Rs. 21,000/- per annum. Among them, 21 per cent guardians were very poor. Only10 per cent guardians were within the income range between Rs.21, 001/- and Rs.31, 000/- and the income range of 11 per cent guardian were above Rs.. 31,000/- per annum.

4.4.1 Co relation between education of student and financial status of parents:

Field finding reveals that out of 90 students, 52 (58%) students were unsuccessful students. Among the unsuccessful students, 40 (77%) were from very poor category. Thus, it may be inferred that there is a direct and positive correlation between income of parents' and performance of students. The children of low-income group parents are generally showing low performance. This may be due to less interest and apathy of the parents towards the education of their children. The co-relation between education of students and financial status of their parents is presented in the table below.

Table - 4.8
Correlation between Income of parents and Failed/non sent up students

Income range	Less than 11,000	11,000-21,000	21,001-31,000	Above 31,000	Total
No of parents	19	52	09	10	90
No of pass students	08	23	02	05	38
No of fail students	09	21	07	02	39
No of non-sent- up students	02	08	-	03	13

N.B. Out of total 93 students interviewed, above table presents the position of 90 students whose parents were interviewed.

4.5 Impact of parent's education on child's learning:

It is generally accepted that the education and occupation of parents and the ethos of children's home are crucial in determining the educational performance. Children of educated parents and parents engaged in white–collar jobs, particularly the professions are not only better prepared for school than the children of uneducated parents or parents following blue collar jobs, but they also continue to gain from their background throughout their career. The educated parents home belong to a culture that is in tune with the world of formal education where as uneducated homes do not conform to such culture. The educated parents help their children in homework and provide other guidance in the choice of courses and careers. Apart from these, the relatives in educated families provide a reference group for children to emulate.

If average father and even mother have at least some education, this makes it much easier for them not only to create learning environment at home but also to establish rapport with the teachers to monitor the quality of local schools, to take action when standards are failing or to demand better facilities from the State.

4.5.1 Education of Siblings:

Out of 295 children from 90 households, 58 (20%) were illiterate, 72 (24%) were educated up to primary level, 45 (15%) up to ME, 109 (37%) up to HSC and 11(4%) up to + 2 level. The educational level of the children in the family is presented in the table below.

Table - 4.9

Educational status of children in the family

Name of the school	No. of Parents Inter viewed	No. of children in the family	Educational qualification of children in the family				
			Illiterate	Primary	ME	HSC	+2 and above
Podagada GHS,Koraput Dist	08	19	01	06	05	07	-
Dasmanthpur HS, Koraput Dist	08	22	07	03	03	09	-
Dangasil GHS,Rayagada Dist	11	51	08	19	10	12	02
Puttasingh GHS, Rayagada Dist	09	37	04	12	06	13	02
Kodinga HS,Nawarangpur Dist	12	30	01	04	04	21	-
Timanpur HS, Nawarangpur Dist	12	35	06	06	04	19	-
Mudulipada HS,Malkangiri Dist	08	31	10	09	01	07	04
Mudulipada GHS,Malkangiri Dist	04	16	07	02	02	05	-
Antarba GHS,Gajapati Dist	08	21	05	03	05	07	01
Dogharia HS,Gajapati Dist	10	33	09	08	05	09	02
Total	**90**	**295 (100%)**	**58 (20%)**	**72 (24%)**	**45 (15%)**	**109 (37%)**	**11 (4%)**

4.5.2 Correlation between education of students and occupation of parents:

In a tribal family, every member has to contribute and add to the family income. Every child is an economic unit. The children render some sort of economic assistance to the family and help their parents in various walks of life. From the table given below it is found that majority of the failed students (33%) were from cultivators' and wage earners' families. The correlation between education of students and occupation of their parents is presented in the table below.

Table - 4.10

Correlation between education of students and occupation of parents:

Occupation	Culti--ation	Ag. Lab.	Wage earner	Business	Service	HH Work	Other	Total
No of parents	54	10	09	06	09	01		90
No of pass students	23	05	01	04	04	-	01	38
No of failed students	24	05	06	01	02	01	-	39

4.6 Perception of parents towards education:

Tribal parents are basically illiterate. Their illiteracy does not permit them to understand the long-term values of education. As education does not yield the immediate economic return,

they prefer to engage their children in different economic activities, which supplement the family income and strengthens the family economy. Further, a few parents, who are aware of the value of education, fail to accord education to their children as they cannot afford finance for the wards' education.

Table – 4.11

Co-relation between education standard of parents and performance of students

Parents' Education/ Children's performance	Illiterate	Just literate/ Primary educated	Educated up to ME level	Educated Up to HSC level	Educated Up to +2 level	Total
Number of parents interviewed	32	45	06	04	03	90
No. of pass students	09	23	03	02	01	38
No. of failed students*	20	12	03	02	02	39
No. of non-sent-up Students*	03	10	-	-	-	13

** Failed and non-sent up students are categorized as unsuccessful students.*

The above table reveals that the numbers of unsuccessful students were more (45) in case of illiterate or just literate parents (77) whereas the magnitude of failure and unsuccessful students (7) is less if the parents (13) are educated. Thus it is inferred that the illiterate or just literate parents could not be able to provide proper guidance to their children in study.

4.6.1 Perception of Parents towards educating boys and girls:

The field findings reveal a favourable attitude of the parents towards their girls, education. Among 90 respondents, 86 per cent parents give equal importance to the education of both of their boys and girls, whereas only 13 per cent parents prefer their boys' education and only one parents favour their girls' education. The following table gives a numerical presentation of the parents' opinion on education of their boys and girls.

Table – 4.12

Parents' opinion on education of boys and girls

Name of the school	No. of Parents Interviewed	Opinions on educating boys and girls		
		Boys	Girls	Both
Podagada GHS,Koraput Dist	08	-	-	08
Dasmanthpur HS, Koraput Dist	08	-	-	08
Dangasil GHS,Rayagada Dist	11	-	-	11
Puttasingh GHS, Rayagada Dist	09	-	-	09
Kodinga HS,Nawarangpur Dist	12	06	01	05
Timanpur HS, Nawarangpur Dist	12	02	-	10
Mudulipada HS,Malkangiri Dist	08	4	-	04
Mudulipada GHS,Malkangiri Dist	04	-	-	04
Antarba GHS,Gajapati Dist	08	-	-	08
Dogharia HS,Gajapati Dist	10	-	-	10
Total	**90**	**12 (13%)**	**01**	**77 (86%)**

4.6.2 Purpose of educating children:

As many as 90 parents' opinion drawn in the field about purpose of educating their children indicates better understanding of their wards (87%), achievement of better livelihood (67%) and overall development 60%. The magnitude of parents' intention behind educating their children is presented in the table below.

Table – 4.13

Parent's opinion on education of boys and girls

Name of the school	No. of Parents Inter-viewed	Purpose of educating children					
		To be smart	Better Under standing	Over all Developm -ent	Defend rights	To become bold	Better liveli--hood
Podagada GHS,Koraput Dist	08	8	8	8	8	8	8
Dasmanthpur HS, Koraput Dist	08	8	8	8	8	8	8
Dangasil GHS,Rayagada Dist	11	3	11	7	8	1	3
Puttasingh GHS, Rayagada Dist	09	2	8	7	8	-	2
Kodinga HS,Nawarangpur Dist	12	7	8	5	-	-	12
Timanpur HS, Nawarangpur Dist	12	8	9	3	-	-	9
Mudulipada HS,Malkangiri Dist	08	6	8	3	4	-	7
Mudulipada GHS,Malkangiri Dist	04	4	4	4	1	-	3
Antarba GHS,Gajapati Dist	08	3	7	5	6	-	5
Dogharia HS,Gajapati Dist	10	3	7	4	3	-	3
Total	90	**52** (58%)	**78** (87%)	**54** (60%)	**46**	**17**	**60** (67%)

4.6.3 Motivating factors for student to learn at school:

The economic status of respondents could be judged by obtaining precise information regarding their parental income. This will give information on the respondent's perception of their financial condition, which has positive impact on their wards' teaching.

Table – 4.14

Motivating factors for child to learn

Name of the school	No of parents	Motivating factors for Education of the child						
		Reserv-ation Policy	Provision of meals	Uniform / text books	Parents Incentive	Employ. Oppur.	Enhance social status	Improve Self-esteem
Podagada GHS,Koraput Dist	08	-	08	08	-	08	08	08

Dasmanthpur HS, Koraput Dist	08	-	08	08	-	08	08	08
Dangasil GHS,Rayagada Dist	11		11	11	-	10	04	05
Puttasingh GHS, Rayagada Dist	09		09	09	-	07	02	06
Kodinga HS,Nawarangpur Dist	12	-	12	12	-	12	11	08
Timanpur HS, Nawarangpur Dist	12	-	12	12	-	12	10	07
Mudulipada HS,Malkangiri Dist	08	-	08	08	-	08	08	05
Mudulipada GHS,Malkangiri Dist	04	-	04	04	-	04	03	01
Antarba GHS,Gajapati Dist	08	-	08	08	-	08	05	06
Dogharia HS,Gajapati Dist	10	-	10	10	-	10	6	07
Total	**90**	**-**	**90 (100%)**	**90 (100%)**	**-**	**87 (97%)**	**65 (72%)**	**61 (68%)**

From the above table it is seen that cent percent parent-respondents are of the opinion that they send their children to the school for provision of the incentives, like meal and uniforms. About 97 per cent parents agreed that they educate their children for the prospect of availing the employment opportunity, 72 per cent opined that education would enhance their social status and 68% opined for improvement of the self esteem.

4.6.4 Parents' expectation from the children:

Parents' expectation to educate their children up to different standard is presented in the table below.

Table – 4.15

Expectations of parents /guardians from child

Name of the School	No. of Parents Inter-viewed	Expectations of parents /guardians-the child should study			
		Up to primary level	Up to HSC level	Up to +2 College level	As far as possible
Podagada GHS,Koraput Dist	08	-	-	-	8
Dasmanthpur HS, Koraput Dist	08	-	-	-	8
Dangasil GHS,Rayagada Dist	11	-	-	2	9
Puttasingh GHS, Rayagada Dist	09	-	-	3	6

Kodinga HS,Nawarangpur Dist	12	-	-	5	7
Timanpur HS, Nawarangpur Dist	12	-	-	8	4
Mudulipada HS,Malkangiri Dist	08	-	-	2	6
Mudulipada GHS,Malkangiri Dist	04	-	-	1	3
Antarba GHS,Gajapati Dist	08	-	-	-	8
Dogharia HS,Gajapati Dist	10	-	-	-	10
Total	**90**	**Nil**	**Nil**	**21 (23%)**	**69 (77%)**

Majority of the parents (77%) have shown interest to educate their children as much as they want to read. Whereas 23 per cent parents expect their children should learn up to + 2 level. This analysis shows that though the parents are not much educated they are interested to make their children educated for better achievement of standard of living and understanding.

4.7 Awareness of parents regarding school activities:

Most of the parents interviewed opined that they are rarely involved in the school activities. They are neither reported nor informed by the teachers regarding the performances and other activities of their children, especially those who are residing in the hostels. The teachers of the schools also do not feel necessity to inform the illiterate tribal parents regarding the performance of their children who are not taking any remedial step for solution of the problems. Thus, the parents totally remain ignorant about the activities of their children at the schools. In those areas, most of the parents think that when their children get admitted in the schools, their duties are over and they have no responsibility towards their wards. It is the sole duty of the teacher to look after the necessities and comfort of the students. Again, due to economic pressure of the family, most of the parents intentionally avoid to interfere in the school activities.

Table – 4.16

Number of PTA meeting held during different years

Name of the school	No of parents interviewed	No. of PTA meetings held during last 5 yrs	No. of parents attended PTA meeting	No. parents included in the VEC
Podagada GHS,Koraput Dist	8	-	-	-
Dasmanthpur HS, Koraput Dist	8	-	-	-
Dangasil GHS,Rayagada Dist	11	4	7	-
Puttasingh GHS, Rayagada Dist	9	4	8	-
Kodinga HS,Nawarangpur Dist	12	4	3	-
Timanpur HS, Nawarangpur Dist	12	5	5	-

Mudulipada HS,Malkangiri Dist	8	-	-	-
Mudulipada GHS,Malkangiri Dist	4	-	-	-
Antarba GHS,Gajapati Dist	8	8	8	1
Dogharia HS,Gajapati Dist	10	8	10	-
Total	**90**	**33**	**41 (46%)**	**1**

From the above table it is inferred that during last five years, only 33 PTA meetings were held in 6 schools and 41(46%)parents were attended the meeting. Out of 90 parents interviewed, only one parent was the member of VEC.

4.8 Parent's teacher relationship:

From the field study it is found that in many cases parents -teacher relationship is not cordial. In some schools, especially schools located in PTG areas where most of the students belong to PTGs, this relationship is very strain. Especially, at Mudulipada area, where the Bondo people predominate, unfair and illegal demands of parents/guardians from the teachers in bullying tactics put the teachers in problems. In some schools, the villagers, especially the influential persons instigate the students against teachers that also creates polluting atmosphere in the school. Even, if some parents/guardians show interest on their children's study and come to the school to enquire about their child, the teachers show apathetic attitude towards the parents and do not inform them the details regarding performance of their children.

4.9 Opinion of parents on schools and hostel facilities provided by Government:

The opinion of parents regarding facilities extended to their children at schools is recorded during the discussion with them. The following table presents parents' opinion regarding the provision of various facilities extended by Government to the students at schools.

Table – 4.17
Government Facilities extended to School

Name of the school	No. of Parents Inter viewed	Facilities provided at School and Hostel													
		Food		Uniform		Text books		Provision cots, blan utensils etc.		Electricity		Drinking water		Health facilities	
		S	NS	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS
Podagada GHS,Koraput Dist	08	04	04	05	03	02	06	04	04	03	05	03	05	04	04
Dasmanthpur HS, Koraput Dist	08	07	01	06	02	02	06	01	07	-	08	-	08	03	05
Dangasil GHS,Rayagada Dist	11	05	06	11	-	11	-	6	05	11	-	11	-	08	03
Puttasingh GHS, Rayagada Dist	09	06	03	09	-	09	-	07	02	09	-	09	-	08	01

Kodinga HS,Nawarangpur Dist	12	09	03	12	-	12	-	08	04	12	-	07	05	08	04
Timanpur HS, Nawarangpur Dist	12	12	-	12	-	12	-	07	05	08	04	06	06	7	05
Mudulipada HS,Malkangiri Dist	08	02	06	08	-	08	-	-	08	08	-	08	-	05	03
Mudulipada GHS,Malkangiri Dist	04	01	03	04	-	04	-	-	04	04	-	04	-	03	01
Antarba GHS,Gajapati Dist	08	08	-	08	-	08	-	08	-	08	-	08	-	-	08
Dogharia HS,Gajapati Dist	10	10	-	10	-	10	-	10	-	10	-	10	-	-	10
Total	**90**	**64**	**26**	**85**	**05**	**78**	**12**	**51**	**39**	**73**	**17**	**66**	**24**	**46**	**44**

S- Satisfactory NS- Not satisfactory

From the above table it is found that 73 per cent parents are satisfied with the facilities provided at school to their children where as 27 per cent parents are dissatisfied with the provision of facilities. The reason behind the dissatisfaction of parents regarding the provision of facilities extended by the Government is that facilities are not provided in due time. Again most of the parents (49%) expressed their dissatisfaction regarding the health care of their children which is found absent in case of most of the children. As many as 43 per cent parents showed their dissatisfaction for their children are not provided with cots, blankets and utensils at hostels.

4.10 Problems faced by parents in educating their children:

4.10.1 Annual cost of sending child to school

To make an assessment of the children's educational expenditures, the views of the parents were obtained. The parents have reported that on an average annual educational expenditure of a pupil comes to Rs. 1,475/-. The expenditure includes, giving fees to the school authorities for various causes such as celebration of puja, picnic etc., purchase of note books and stationeries, dresses for students and also on traveling from home to school and back by the students as well as by parents. Though these expenses are incidental, still arrangement of the same put economic pressure on parents and they feel the expenses as an economic load. The costs incurred by parents for sending children to school as estimated by them are presented in the table below.

Table – 4.18
Annual Cost of Sending Children to School

Name of the School	No. Parents Inter-viewed	Annual Cost in Rupees (Average per student in a year)						
		Fees	Note books & Stationeries	Dresses	Pvt. Tuition	Travel	Any Other	Total
Podagada GHS,Koraput Dist	8	75	300	-	-	900	-	1275
Dasmanthpur HS, Koraput Dist	8	85	380	-	-	850	-	1315
Dangasil GHS,Rayagada Dist	11	180	325	280	180	680	-	1645

Puttasingh GHS, Rayagada Dist	9	135	310	220	120	370	-	1155
Kodinga HS,Nawarangpur Dist	12	270	630	200	150	475	-	1725
Timanpur HS, Nawarangpur Dist	12	250	580	320	180	383	-	1713
Mudulipada HS,Malkangiri Dist	8	110	520	320	75	500	-	1525
Mudulipada GHS,Malkangiri Dist	4	108	480	210	65	200	-	1063
Antarba GHS,Gajapati Dist	8	106	600	363	100	550	-	1719
Dogharia HS,Gajapati Dist	10	130	470	335	60	645	-	1640
Total	**90**	**1449**	**4595**	**2248**	**930**	**5553**	-	**14,775**

4.11 Profiles of students interviewed:

During the field study, 93 students were interviewed. Their profiles are stated in the table below.

Table – 4.19
Profile of Students

Name of the school	Number of students inter viewed	Community to which they belong			Day scholar / Boarder		Gender		Pass or fail		
		ST	SC	OC	D/S	Boarder	Boy	Girl	Pass	Fail	Not sent up
Podagada GHS,Koraput Dist	10	4	6	-	-	10	-	10	6 passed in one attempt and 2 in two attempts	2	-
Dasmanthpur HS, Koraput Dist	10	7	2	1	1	9	10	-	6	4	-
Dangasil GHS,Rayagada Dist	11	7	3	1	2	9	-	11	4	3	4
Puttasingh GHS, Rayagada Dist	8	8	-	-	-	8	-	8	4	4	-
Kodinga HS,Nawarangpur Dist	12	5	3	4	6	6	7	5	4	4	4
Timanpur HS, Nawarangpur Dist	12	7	5	-	1	11	7	5	4	4	4
Mudulipada HS,Malkangiri Dist	8	8	-	-	-	8	8	-	4	4	-
Mudulipada GHS,Malkangiri Dist	4	4	-	-	-	4	-	4	-	4	-
Antarba GHS,Gajapati Dist	8	8	-	-	-	8	-	8	4	4	-
Dogharia HS,Gajapati Dist	10	10	-	-	3	7	10	-	4	4	2
Total	**93**	**68**	**19**	**06**	**13**	**80**	**42**	**51**	**42**	**37**	**14**

(Cont.)

Table – 4.19
Profile of Students

Name of the school	Number of students inter-viewed	Age group (in years)			Home district (Number of student)		Average distance of school from their home				Understanding of language in of teaching	
		16	17-18	19 & above	Same dist.	Other	0-3	4-10	11-20	21 & above	Easily	With difficulty
Podagada GHS,Koraput Dist	10	5	1	4	10	-	-	1	1	8	10	-
Dasmanthpur HS, Koraput Dist	10	4	6	-	7	3	-	1	6	3	9	1
Dangasil GHS,Rayagada Dist	11	9	2	-	11	-	6	1	2	2	11	-
Puttasingh GHS, Rayagada Dist	8	8	-	-	6	2	2	4	-	2	8	-
Kodinga HS,Nawarangpur Dist	12	9	3	-	12	-	6	5	-	1	12	-
Timanpur HS, Nawarangpur Dist	12	7	5	-	12	-	4	6	-	2	12	-
Mudulipada HS,Malkangiri Dist	8	-	3	5	8	-	8	-	-	-	8	-
Mudulipada GHS,Malkangiri Dist	4	4	-	-	4	-	4	-	-	-	4	-
Antarba GHS,Gajapati Dist	8	3	4	1	8	-	1	3	2	2	4	4
Dogharia HS,Gajapati Dist	10	7	3	-	10	-	4	5	1	-	10	-
Total	**93**	**56**	**27**	**06**	**88**	**05**	**35**	**26**	**12**	**20**	**88**	**05**

Out of 93 students/respondents, the ethnic status of 68 (73%) students were STs, 19 (20%) SCs and only 6 (7%) were OCs. Among them, 80 (86%) were boarders. Out of 93 students, 14 (15%) students were non-sent up and thus did not appear the final HSC examination, 42 (45%) students were passed outs and 37 (40%) were failed in the final HSC examinations held during different years, ie. from 2005 to 2009. Most of students (56) were within age group 16 years, 27 students were in the age group17-18 years and only 06 were in the age group of 19 years. Among them, 90 per cent were from the home district and the rest 10 per cent from other districts. Distance of the school from Students' home varied between 0 km and more than 21 kms. Only 5 per cent students opined that they felt difficulty in understanding the language in which the subjects were taught.

4.12 Problems faced by students in schools/hostels:

Regarding provision of quality and quantity of food supplied at hostels, 73/93 hostlers expressed their satisfaction. Majority of the students opined that the quantity and quality of food were sufficient and good respectively. A very few among them were not satisfied with quality and quantity of food. Out of 93 respondents, 74 per cent stated that they were provided with tiffin and 85 per cent stated that they were provided with non-veg. item once in a week. View of students on supply of food at schools/hostels is presented in the table below.

Table – 4.20
View of Students on Supply of Food at Schools/Hostels

Name of the school	Number of students interviewed	Food quantity		Food quality		Number of meals provided in a day		Number of tiffins provided in a day		Non-Veg. items supplied		
		S*	IS^	Good	Not good	Twice	Thrice	Once	No Tiffin	Once a week	Once a fortnight	None
Podagada GHS,Koraput Dist	10	10	-	10	-	-	10	6	4 biscuits	8	2	-
Dasmanthpur HS, Koraput Dist	10 (1 D/S)	6	3	6	3	9	-	2	7	9	-	-
Dangasil GHS,Rayagada Dist	11 (2 D/S)	9	-	9	-	-	9	9	-	9	-	-
Puttasingh GHS, Rayagada Dist	8	8	-	8	-	-	8	8	-	8	-	-
Kodinga HS,Nawarangpur Dist	12 (6 D/S)	6	-	6	-	-	6	6	-	6	-	-
Timanpur HS, Nawarangpur Dist	12 (1 D/S)	11	-	11	-	-	11	11	-	11	-	-
Mudulipada HS,Malkangiri Dist	8	8	-	2	6	8	-	8	-	8	-	-
Mudulipada GHS,Malkangiri Dist	4	4	-	4	-	4	-	4	-	4	-	-
Antarba GHS,Gajapati Dist	8	8	-	7	1	2	6	8	-	7	-	-
Dogharia HS,Gajapati Dist	10 (3 D/S)	7	-	7	-	-	7	7	-	7	-	1
Total	**93 13 D/S**	**77**	**03**	**70**	**10**	**23**	**57**	**69**	**11**	**79**	**-**	**1**

S- Sufficient, IS^- Insufficient*

4.13 Reasons Affecting Learning:

Opinions of students regarding reasons affecting learning and poor result in the final HSC examinations are presented in the tables below.

Table – 4.21

Reasons Affecting Learning

Name of the school	Number of students inter viewed	Opinions of students on reasons affecting learning							
		Economic condition	House Hold work	Less interest in study	Poor learning ability	Less Encoura-gment by parents	Social apathy	Attitude of teachers	Any others (Specify)
Podagada GHS,Koraput Dist	10	9	4	4	6	-	-	-	-
Dasmanthpur HS, Koraput Dist	10	8	4	6	2	-	-	-	2 illness of Family Members/ 1 self illness
Dangasil GHS,Rayagada Dist	11	5	4	6	6	9	7	--	--
Puttasingh GHS, Rayagada Dist	8	3	-	2	5	6	2	-	-
Kodinga HS,Nawarangpur Dist	12	5	3	5	1	2	4	-	-
Timanpur HS, Nawarangpur Dist	12	6	1	3	1	1	5	-	-
Mudulipada HS,Malkangiri Dist	8	8	8	3	5	8	8	-	-
Mudulipada GHS,Malkangiri Dist	4	4	4	4	4	4	4	-	-
Antarba GHS,Gajapati Dist	8	5	1	1	6	-	-	-	-
Dogharia HS,Gajapati Dist	10	8	-	3	7	2	-	-	-
Total	**93**	**61** (66%)	**29** (31%)	**37**	**43** (46%)	**32**	**30**	**-**	**3**

Interviewed students gave different opinion regarding the reasons that affected their study during their learning at schools. Out of 93 students, 61(66%) mentioned poor economic condition of their family, 43(46%) opined due to their poor learning ability, 32(34%) due to apathy of their parents towards their study and 29 (31%) stated due to pressure of household work, they could not do well in the study. None of them made teacher responsible for their disturbance in the study.

Table – 4.22

Opinions of Students on Poor Results in Examinations

Name of the school	Number of students inter-viewed	Opinions of students on poor results in Exam.						
		In-adequate teaching staff	Frequent change of teachers	Untrained teachers	Lack of facilities	Economic factors	Personal problems	Any other to be specified
Podagada GHS,Koraput Dist	10	7	4	-	8	-	1	-
Dasmanthpur HS, Koraput Dist	10	8	8	-	9	-	1	-

Dangasil GHS,Rayagada Dist	11	5	-	-	2	3	1	-
Puttasingh GHS, Rayagada Dist	8	2	-	-	-	1	5	
Kodinga HS,Nawarangpur Dist	12	8	1	2	10	11	-	-
Timanpur HS, Nawarangpur Dist	12	7	3	-	12	11	-	-
Mudulipada HS,Malkangiri Dist	8	8	6	-	-	5	-	-
Mudulipada GHS,Malkangiri Dist	4	4	3	-	-	2	-	-
Antarba GHS,Gajapati Dist	8	8	--	-	3	4	-	-
Dogharia HS,Gajapati Dist	10	10	-	-	1	5	-	-
Total	**93**	**67** (72%)	**25** (27%)	**2**	**45**	**42**	**8** (9%)	-

Majority (72%) of the students accounted low performance in the final High School examinations for inadequate teaching staff and 27 per cent for frequent changing of teachers whereas 48 per cent spoke about lack of facilities at school and 45 per cent for the poor economic condition of their family. Only 8 (9%) students opined that due to their health problem their result at high school examination was poor.

While 90 per cent of the respondents viewed their absenteeism at schools and hostels for enjoying the village traditional fairs and festivals and majority of them expressed sharing the economic pressure of their families. The reasons of absenteeism and works performed by students during holidays are reflected in the Table – 4.23 and Table – 4.24, respectively.

Table – 4.23
Reasons of Absenteeism

Name of the School	Number of students inter-viewed	Remains absent during					Duration of such absence (Average number of days)		
		Agr. season	Fairs and festivals	Sickness of family members	Just after vacation	Any other to specify	Average	Maximum	Minimum
Podagada GHS,Koraput Dist	10	-	5	6	-	-	5	7	2
Dasmanthpur HS, Koraput Dist	10	-	6	3	1	-	10	60	2
Dangasil GHS,Rayagada Dist	11	3	11	7	-	-	6	11	1
Puttasingh GHS, Rayagada Dist	8	2	8	3	-	-	3	8	1
Kodinga HS,Nawarangpur Dist	12	2	12	3	-	-	4	12	1

Timanpur HS, Nawarangpur Dist	12	1	12	2	-	-	6	14	1 .
Mudulipada HS,Malkangiri Dist	8	5	8	4	6	-	3	8	2
Mudulipada GHS,Malkangiri Dist	4	2	4	2	3	-	3	4	2
Antarba GHS,Gajapati Dist	8	-	8	4	2	-	3	7	1
Dogharia HS,Gajapati Dist	10	3	10	2	4	-	4	8	1
Total	**93**	**18** (19%)	**84** (90%)	**36** (39%)	**16** (17%)	-	**5**		

Students interviewed gave multiple answers for the same question. Out of 93 students, 84 (90%) opined that they remained absent at school to attend fair and festival in the village whereas 39 per cent stated their absenteeism for sickness of their family members, 19 per cent to help their parents in agricultural work and only 17 per cent just to leisurely spend the time. The time gap between minimum and maximum period of absenteeism varies from 1 to 60 days for different reasons stated above.

Table – 4.24
Works Performed During Holidays

Name of the school	Number of students inter-viewed	Works performed during holidays					
		House hold works	Agri-cultural works	Business	Spend Time leisurely	Renders labour	Any other activity
Podagada GHS,Koraput Dist	10	10	4	-	8	--	--
Dasmanthpur HS, Koraput Dist	10	8	5	1	7	-	-
Dangasil GHS,Rayagada Dist	11	8	3	-	6	-	-
Puttasingh GHS, Rayagada Dist	8	6	1	-	4	-	-
Kodinga HS,Nawarangpur Dist	12	9	2	-	3	-	-
Timanpur HS, Nawarangpur Dist	12	9	1	-	1	-	-
Mudulipada HS,Malkangiri Dist	8	8	8	-	3	-	-
Mudulipada GHS,Malkangiri Dist	4	4	4	-	2	-	-
Antarba GHS,Gajapati Dist	8	7	3	-	1	-	-
Dogharia HS,Gajapati Dist	10	-	3	-	7	-	-
Total	**93**	**69** (74%)	**34** (37%)	**01**	**42** (45%)	-	-

When the students were asked regarding their work during the school holidays, 69 (74%) opined that they were engaged themselves in house hold works and 37 per cent helped their

parents/family members in agricultural activities and 42 (45%) answered that they were spending their time leisurely and only one responded that he was engaged in business during the school holidays. From the response of the students it is inferred that most of them shared the economic pressure of their family.

As regards to the teachers' activities including the clarification of students' doubts, the opinion of later is reflected at Table-4.25 and Table-4.26.

Table – 4.25
Opinion of Students on Teachers Activities

Name of the School	Number of students inter-viewed	Liking teachers to students		Giving homework daily		Punishment for not doing H.W		H.W. is seen and corrected	
		Yes	No	Yes	No	Yes	No	Yes	No
Podagada GHS,Koraput Dist	10	10	-	10	-	10	-	10	-
Dasmanthpur HS, Koraput Dist	10	10	-	10	-	10	-	10	-
Dangasil GHS,Rayagada Dist	11	11	-	11	-	11	-	11	-
Puttasingh GHS, Rayagada Dist	8	08	-	08	-	08	-	08	-
Kodinga HS,Nawarangpur Dist	12	12	-	11	01	08	04	12	-
Timanpur HS, Nawarangpur Dist	12	12	-	12	-	11	1	12	-
Mudulipada HS,Malkangiri Dist	8	08	-	08	-	08	-	08	-
Mudulipada GHS,Malkangiri Dist	4	04	-	04	-	-	04	04	-
Antarba GHS,Gajapati Dist	8	08	-	08	-	08	-	08	-
Dogharia HS,Gajapati Dist	10	10	-	10	-	10	-	10	-
Total	**93**	**93**	**-**	**92**	**01**	**84**	**09**	**93**	**-**

(Contd.)

Name of the School	Number of students interviewed	Teacher helps in solving problem		Teacher helps in sickness		Freedom for Expressing views?	
		Yes	No	Yes	No	Yes	No
Podagada GHS,Koraput Dist	10	10	-	10	-	10	-
Dasmanthpur HS, Koraput Dist	10	10	-	10	-	10	-
Dangasil GHS,Rayagada Dist	08	11	-	11	-	11	-
Puttasingh GHS, Rayagada Dist	12	12	-	12	-	12	-
Kodinga HS,Nawarangpur Dist	12	12	-	12	-	12	-
Timanpur HS, Nawarangpur Dist	08	08	-	08	-	08	-
Mudulipada HS,Malkangiri Dist	04	04	-	04	-	04	-
Mudulipada GHS,Malkangiri Dist	08	08	-	08	-	05	03
Antarba GHS,Gajapati Dist	10	10	-	10	-	06	04
Total	**93**	**93**	**-**	**93**	**-**	**86**	**07**

From the above table it is found that all most all students indicated favourable attitudes of the teachers at schools and hostels in respects of their activities, like liking to students, solving their problems, correction of answer sheets/home task and extending care during sickness. About 99 per cent stated that homework was given them daily and 90 per cent stated that punishment was given for not doing homework. As many as 92 per cent of students opined that they were given freedom to express their views.

Regarding clarification of doubts, 61(66%) students opined that they asked their teachers, 70 (75%) opined that they asked their friends and only 11(12%) said that could not clarify their doubts due to shyness. Table – 4.26 gives data on clarification of students' doubts on study by teachers.

Table – 4.26
Opinion of students regarding clarification of doubts

Name of the school	Number of students interviewed	Preference Students in case of difficulty			
		Ask Their teachers	Ask their friends	Feel shy to ask anybody	Any other, to be specified
Podagada GHS,Koraput Dist	10	08	06	-	-
Dasmanthpur HS, Koraput Dist	10	06	05	--	-
Dangasil GHS,Rayagada Dist	11	07	11	02	-
Puttasingh GHS, Rayagada Dist	8	04	08	01	=
Kodinga HS,Nawarangpur Dist	12	06	10	-	-
Timanpur HS, Nawarangpur Dist	12	12	07	-	-
Mudulipada HS,Malkangiri Dist	8	04	05	03	-
Mudulipada GHS,Malkangiri Dist	4	01	02	02	-
Antarba GHS,Gajapati Dist	8	06	07	02	-
Dogharia HS,Gajapati Dist	10	07	09	01	-
Total	**93**	**61**	**70**	**11**	-

An estimate of the favourable and choice subjects of the students at schools is stated at Table-4.27 and the corresponding Table-4.28.

Table – 4.27
Liking Subjects of Students

Name of the School	Number of students interviewed	Subjects liked by the students					
		English	Maths	Science	Hindi/ Sanskrit	SST	MIL
Podagada GHS,Koraput Dist	10	01	05	-	01	-	03
Dasmanthpur HS, Koraput Dist	10	-	04	-	02	-	04
Dangasil GHS,Rayagada Dist	11	-	03	02	07	09	10
Puttasingh GHS, Rayagada Dist	8	-	02	01	03	07	07
Kodinga HS,Nawarangpur Dist	12	04	03	05	02	02	12

Timanpur HS, Nawarangpur Dist	12	01	02	02	07	03	11
Mudulipada HS,Malkangiri Dist	8	-	-	-	-	-	-
Mudulipada GHS,Malkangiri Dist	4	-	-	-	-	-	-
Antarba GHS,Gajapati Dist	8	03	05	06	05	08	06
Dogharia HS,Gajapati Dist	10	01	07	03	10	05	07
Total	**93**	**10** (11%)	**31** (33%)	**19** (20%)	**37** (40%)	**34** (37%)	**60** (65%)

The estimate of the liking subjects of the students reveals that 65 per cent respondents liked MIL, followed by Hindi/Sanskrit (40%), SST (37%) and Math. (33%). As the liking subjects, English and Science are chosen by the insignificant number of students. Only11 per cent students favour English and 20 per cent, Science as their liking subjects.

Table – 4.28
Disliking Subject of students

Name of the school	Number of students interviewed	Subjects disliked by the students					
		English	Maths	Science	Hindi/ Sanskrit	SST	MIL
Podagada GHS,Koraput Dist	10	04	03	01	-	-	-
Dasmanthpur HS, Koraput Dist	10	06	03	-	-	-	-
Dangasil GHS,Rayagada Dist	11	08	07	04	01	01	-
Puttasingh GHS, Rayagada Dist	8	08	05	03	01	-	-
Kodinga HS,Nawarangpur Dist	12	05	08	06	02	01	-
Timanpur HS, Nawarangpur Dist	12	10	10	02	-	-	-
Mudulipada HS,Malkangiri Dist	8	-	-	-	-	-	-
Mudulipada GHS,Malkangiri Dist	4	-	-	-	-	-	-
Antarba GHS,Gajapati Dist	8	04	03	-	-	-	-
Dogharia HS,Gajapati Dist	10	08	-	02	-	01	01
Total	**93**	**53** (57%)	**39** (42%)	**18** (19%)	**04**	**03**	**01**

From the above table it is revealed that majority (57%) of students did not like English subject as it was difficult to understand properly. Besides, 42 per cent opined that they disliked Math, 19 per cent disliked Science subject. But a very few of them disliked learning language/literature subjects, such as Oriya, SST and Hindi/Sanskrit. The students at Boys' High School and Girls' High School of Mudulipada village, Malkangiri district were remained silent on the matter of liking of the subjects.

4.14 Opinion of parents for low performance:

Opinions of parents on low performance of their wards/children drawn from the filed through administration of the interview schedules are indicated below.

- The students are not fully aware about the significance of their studies.
- Inspecting officials do not take proper steps for improvement in performance of students.
- Teachers are not sincere in discharging their primary duties of teaching.
- Teachers do not keep the parents/guardians informed on the poor performance of students.
- Parent-Teacher meetings are not held within the stipulated time period.
- Residential /Hostel facilities within a common boundary for both girls and boys diverts the attention of those adolescents from concentrating on their studies.

4.15 Suggestions of parents in improvement of educational standards in schools:

All 90 parents from 10 schools suggested improvement of the educational facilities and standard in respect of their schools which are given in the following statement.

Parents' Suggestion for Improvement in Teaching

Name of the School	No of Parents	Steps suggested for improvement of teaching
Podagada GHS, Koraput Dist	8	Extra coaching classes should be held regularly. Infrastructure facilities should be Improved. Study tours and excursions for students should be conducted. Lady-Teachers are required to stay within the premises.
Dasmanthpur HS, Koraput Dist	8	Coaching classes should be be held. Infrastructure facilities should be Improved. Cost of food provision for boarders should be enhanced.
Dangasil GHS, Rayagada Dist	11	Better coaching are needed for the students. Better teachers need be posted.
Puttasingh GHS, Rayagada Dist	9	Better coaching needed for the students. Better teachers are to be posted
Kodinga HS, Nawarangpur Dist	12	Extra coaching classes should be held. Reading and writing materials should be supplied in time. Adequate numbers of teachers need be posted. Sufficient classrooms to be made available for proper accommodation of students.
Timanpur HS, Nawarangpur Dist	12	Extra coaching, reading materials, sufficient teachers, and classes for sitting should to be made available for the students.
Mudulipada HS, Malkangiri Dist	8	Extra and special coaching ought to be given to the students.
Mudulipada GHS, Malkangiri Dist	4	Extra and special coaching ought to be given to the students.
Antarba GHS, Gajapati Dist	8	Proper hostel facilities with electricity, water, etc, should be provided for the boarders. Appointment of more number teachers should made. Other local bodies like Serpanch and VEC members must ensure that the teaching staff are taking precautions.

Dogharia HS, Gajapati Dist	10	Extra coaching classes, study materials, well equipped hostel rooms, classrooms need be provided. Recruitment and posting of teachers are required. Head Master/Head Mistress should remain alert and look after their students properly. Govt. officials should take strong steps for proper functioning of the schools.

4.16 Opinion of students regarding constraints in study:

The response of 93 students from 10 schools in the Koraput, Rayagada, Nawarangpur, Malkangiri and Gajapati districts on the problems they faced in pursuing their study and performing in the examinations are indicated below.

Most of the respondents stated that the language used in teaching different subjects, study curriculum, home sickness, early marriage, absence of provision of extra coaching and harsh behaviour of teachers are the constraints in their study. More over the students identified their own problems that come in the way of achieving good performance at school examinations.

The survey conducted in Koraput and Kalahandi districts shows that only 12% to 30% tribal children attend the school. The reasons for this mass non-attendance are as follows:-

1. Helping parents at home.
2. Discharging siblings care responsibilities.
3. No positive environment or inspiration for students at home.
4. School environment is uncomfortable and horrifying.
4. Teachers inflict heavy punishment and do not help in studies.
5. No regular supply of study materials.
6. Parents have migrated from the village to earn their livelihood because of drought or other natural calamities.
7. Teachers do not bother whether the child comprehends the teaching or not.
8. The content and language of the primers are beyond the comprehensive ability of the tribal children. They don't find any example or experience of their environment in the books.
9. No health care facilities for the children suffering from malaria, skin diseases, and anemia.
10. Children contribute their physical power to supplement the family income.
11. The school timings hamper the routine household work of the tribal children.

If positive and alternative steps will be taken up by the Government for the solution of the above problems faced by the tribal children, no doubt the attendance as well as the performance of the students will definitely improve and will help in achieving the target of enhancing the literacy level in tribal pockets of the State.

4.17 Suggestions of students on improvement of educational standards in schools:

As many as 93 students of 10 study schools put forth their suggestions for improvement of their own school infrastructure as well as educational standard. Suggestions obtained from the students of each individual school are detailed separately in the following statement.

Name of the school	Number of students interviewed	Suggestions for improvement of performance in HSC Examination
Podagada GHS,Koraput Dist	10	Atmosphere of the school and hostel needs to be homely and entertaining. Proper coaching need to be provided and infrastructural facilities be improved. Teachers ought to teach with dedication. Study tour, cultural activities and exhibitions should be organized.
Dasmanthpur HS, Koraput Dist	10	Coaching need be made intensively with thrust on English, Science & Math. subjects. Teachers ought to teach with dedication and sincerity.
Dangasil GHS,Rayagada Dist	11	Good teaching staff, good management, monitoring and administrative influence, proper coaching and homely atmosphere in the school are required.
Puttasingh GHS, Rayagada Dist	8	Good teaching staff, good management, monitoring and administrative influence, proper coaching and homely atmosphere in the school are required.
Kodinga HS,Nawarangpur Dist	12	Regular coaching, sufficient teachers. Timely supply of R/W materials, adequate class and hostel rooms are needed.
Timanpur HS, Nawarangpur Dist	12	Regular coaching, sufficient teachers, timely supply of R/W materials, adequate class and hostel rooms are needed.
Mudulipada HS,Malkangiri Dist	8	Special coaching, sufficient teachers, timely supply of R/W materials are to be ensured.
Mudulipada GHS,Malkangiri Dist	4	Special coaching, sufficient teachers, timely supply of R/W materials are to be ensured
Antarba GHS,Gajapati Dist	8	Special coaching classes, sufficient teachers, weekly subject wise evaluations are needed.
Dogharia HS,Gajapati Dist	10	Special coaching classes, sufficient teachers, weekly subject wise evaluations are needed.

CHAPTER-V

Students' Low Performances and Suggestion for Better Performance

5.1 Views of Respondents on low performance:

Good management of schools and hostels help contribute good performance of students at examinations. Thus during the field study at 10 sample schools, the opinions of school head masters, people's representatives, supervising and inspecting officials were collected through interview method by using questionnaires regarding the school management problems, requirements of schools and remedial measures for improvement in the performance of the students. For the said purpose, 34 personnel including the supervising officials, people's representatives and head masters of the schools were interviewed. Their views regarding problems of teachers, problems of students, problems of the area, parents attitude towards education were recorded in detail which have some contributory factors towards low performance of schools. Table-5.1 expresses the views of different categories of the respondents.

Table -5.1
Opinions of the interviewees regarding low performance of students

Sl No	Respondents		Opinions of Respondents			
	Category	No.	Inadequacy of teaching staff	Untimely supply of reading and writing materials	Other activities of teachers	Policy of SSA
1	CI of schools	1	1	1	1	1
2	PA,ITDA	1	-	-	-	-
3	DI of schools	1	1	1	-	-
4	DWO	2	-	-	-	-
5	BDO	2	1	-	-	-
6	SO	2	2	-	-	
7	VEC	7	5	1	-	-
8	WEO	5	2	-	-	-
9	Serpanch	3	2	-	-	-
10	Head Master	10	4	4	-	-
Total		34	18 (53%)	7 (21%)	1 (3.00%)	1 (3.00%)

Cont...

Sl No.	Respondents		Opinions of Respondents					
	Category	No.	Improper supervision	Absence of competitiveness	Lack of infrastructure	Low standard of students	Lack of coaching	Faulty Management/ Admn.
1	CI of schools	1	-	-	-	-	-	-
2	PA,ITDA	1	-	-	-	1	1	-
3	DI of schools	1	-	1	1	1	1	-
4	DWO	2	-	-	-	-	-	-
5	BDO	2	-	-	-	1	1	-
6	SO	2	2	-	1	-	1	-
7	VEC	7	4	-	5	2	3	3

8	WEO	5	2	-	2	-	1	-
9	Serpanch	3	1	-	2	-	1	2
10	Head Master	10	3	-	3	2	4	1
Total		34	12 (35%)	1 (3.00%)	14 (41%)	7 (21%)	13 (38%)	6 (18%)

Cont...

Sl No	Respondents		Opinions of Respondents					
	Category	No.	Home sickness	Local festivals	Economic problem of parents	Language problem	Disease	Early marriage
1	CI of Schools	1	-	-	-	-	-	-
2	PA,ITDA	1	-	-	-	-	-	-
3	DI of Schools	1	-	-	-	1	-	-
4	DWO	2	1	-	1	1	2	1
5	BDO	2	1	1	-	-	-	-
6	SO	2	-	-	-	-	-	-
7	VEC	7	-	-	-	2	4	-
8	WEO	5	-	-	-	-	2	-
9	Serpanch	3						
10	Head Master	10	2	2	1	3	4	2
Total		34	4 (12%)	3 (9%)	2 (6%)	7 (21%)	12 (35%)	3 (9%)

Out of 34 respondents, 53 per cent opined that the reason behind low performance is inadequate teaching staff whereas 21 per cent gave opinion for untimely supply of reading and writing materials, 3 per cent each for teachers' involvement in other activities and no detention policy of SSA, 35 per cent for improper supervision of higher officials, 41 per cent for lack of infrastructure, 21 per cent for poor standard of students, 38 per cent for lack of coaching, 18 per cent for mismanagement in school and hostel administration,12 per cent for home sickness, 9 per cent for attending village festival, 6 per cent for economic problem, 21 per cent for language problem, 35 per cent for sickness and only 9 per cent for early marriage of students. Opinions of Inspecting authorities, Public representatives, Administrative Officials and Headmasters as recorded are presented in verbatim in detail below.

5.2 Views of Inspecting Authorities on low performance:

Two Inspecting authorities (C.I / D.I) of Koraput district were interviewed by the research staff of SCSTRTI. Both of them unanimously agreed on the problem of inadequacy of teaching staff, untimely supply of reading and writing materials are major contributing factors towards low literacy. Besides, inadequate staff quarters without providing basic facilities and no detention policy of SSA have also positive impact on low literacy in the area. Opinion of one Inspecting authority (C.I. of Schools, Koraput) reflects the causes of both high and low performances of the High Schools and also suggests for the improvement of students performance.

5.2.1 C.I. of Schools, Koraput:

Mr. A (Name Changed) has been posted as the Circle Inspector of Schools, SSD Department at Koraput since 02.11.2005. He belongs to ST community. His age is about 57 years and he is a trained graduate. His jurisdiction extends over four districts, such as Koraput, Rayagada, Nabarangpur and Malkangiri. About 432 educational institutions of these four districts comes within his administrative control, out of which the number of High Schools is about 101 including 54 High Schools, 44 Girls High School and 3 Ekalavya Model Residential Schools. During the years 2006, 2007 and 2008, he had inspected 169 educational institutions of SSD Department. He had inspected 60 educational institutions in 39 days in the year 2006, 78 educational institutions in 45 days in 2007 and 31 educational institutions in 17 days in 2008. It would be pertinent to note that during the said period he had inspected three schools per day at fifteen occasions and two schools per day at thirty-eight occasions. This goes on to prove that inspections were primarily conducted on perfunctory manner since the format devised by the Government in this concern was too exhaustive and may require four to five days at the least to check various registers and records and collect proper data.

Among 169 educational institutions he had inspected, there were four high performing High Schools, such as Mahupadar High School of Malkangir district, Robadi Girls' High School of Rayagada district, Thuria High School of Koraput district and Bhamini High School of Nabarangpur district, which recorded cent percent result since the year 2004 till 2008. In his opinion, factors responsible for high performance in these schools were:

- All the teaching staff including Head Master stayed inside the school premises. All the posts of teaching staff were filled up.
- Scheme and lesson notes had been maintained regularly and the Head Masters supervised them regularly.
- Parallel examination system of HSC was conducted before AHSC Examination.
- The subject teachers conducted special coaching and individual attention was given for Class X students and Head Masters supervised them regularly.

On the contrary, he expressed about the problems encountered by the Schools of the SSD Department and suggested the following for improvement of the performance.

Problems:

- Teaching staffs were not adequate as per the requirement of High School.
- Reading and writing materials were not supplied to the ST/SC students in time.
- Most of the teaching staff did not stay at their headquarters. They shuttle between homes to schools every day.
- The Head Masters and other teaching staff were always engaged in hostel management as a result of which the teaching is hampered.
- The primary education at A/S, R/S, and S/S was very poor because of introduction of Sarba Sikhaya Abhijan.

Suggestions:

- Teaching staff of High Schools should be filled up as per the yardstick of High Schools.
- Reading and writing materials should be provided in time to the ST/SC students as per their requirement.
- TGT post should be made State cadre to eradicate home-sickness of teachers.
- Head Masters and the teaching staff should be made free from hostel management.
- Stress on primary education and proper evaluation should be made at the primary level because the students, who get admission into High School, do not even know the ABC of mathematics for which they find it very difficult to cope up with the prescribed syllabus of the High School.

5.2.2 District Inspector of Schools (SSD Department), Koraput:

Mr. C (Name Changed) is presently functioning as the D.I. of Schools (SSD Department) at Koraput since 12.10.2007. He is about 40 years of age and his qualification is M.A., M.Ed. and he belongs to the ST community. He is in charge of two revenue districts such as Koraput and Malkangiri. There are about 172 educational institutions including 10 Ashram Schools, 16 Residential Sevashrams and 146 Sevashram Schools functioning under his administrative control.

During the year 2007-08 and 2008-09, the DI of Schools had visited about 120 schools and inspected about 112 schools. Though he was supposed to visit and inspect only educational institutions with upper primary classes only, still Government in ST and SC Development Department had indicated that action against the DIs would be initiated, if students of High schools fail to perform well in the Annual HSC Examination held during the year 2009.

His major findings on problems being encountered by the SSD Department Schools were, inadequate number of teachers in schools, lack of infrastructure, non-supply of reading and writing materials in time, engagement of teachers particularly primary school teachers in various national works and requirement of tribal language teaching at the primary level. To solve these problems, adequate numbers of teachers should be appointed, adequate reading and writing materials should be supplied to the schools at the beginning of the each sessions and engagement of tribal teachers in primary section should be made.

In his opinion, factors responsible for low performance of the students were i) students were not up to the standards, inadequate facilities in the school, negligence of teachers, inadequate supervision of higher authorities and non-supply of text books as well as reading and writing materials in time and in adequate numbers.

He suggested that regular supervision of classes by the concerned Head Master, checking up of students absenteeism, conducting monthly regularly, continuation of proctorial system with full cooperation among the teachers, creation of homely atmosphere at school so that students would keep close rapport with their teachers and not move towards their village frequently and extending Yoga and physical exercises should be ensured for the improvement of educational standards in High schools.

5.3 Views of Members of Village Education Committee/ Peoples' Representatives:

Opinion of 7 VEC members and 3 Peoples' Representatives, like Serpanches of different sample schools were collected during the time of field visit. All the respondents identified multiple reasons for low performances of their School and the students. Among them, 70 per cent mentioned that the factors responsible for low performance were, inadequate teaching staff and lack of infrastructure at schools. About 50 percent opined improper supervision and mismanagement of school and 40 percent stated reasons like lack of coaching and disease suffered by students, 20 percent stated low standard of students and language problem while 10 per cent opined that low performance was due to untimely supply of reading and writing materials to the students.

5.3.1 Members of Village Education Committee:

Out of 10 sample schools, all the Presidents/Members of 7 Village Education Committees for their schools were interviewed to identify the problem of low performing schools and to suggest remedial measures. The age of the respondents varies between 35 and 52 years. Their educational standard varies from primary level to matric pass. On an average, they made visits to their respective schools once in a month. In their opinion the low performance of students at schools were noticed due to the following factors.

(a) Laxity of teachers,
(b) Inadequate number of teachers,
(c) Low standard of the students,
(d) Inadequate infrastructure facilities in the school,
(e) Administrative mismanagement, and
(f) Inadequate supervision by the higher authorities.

They suggested the following steps to be taken for the improvement of educational standards of the schools.

(a) Each class should be divided into two or three sections.
(b) Appointment of more teachers for each subject should be made.
(c) Required number of trained teachers need be posted to fill up the existing vacancies.
(d) Reading and writing materials, sports equipments and science apparatus need be provided to the schools in time.
(e) Extra coaching classes for the students should be organized for better performance of students.
(f) Safe drinking water, electricity, proper hostel facilities and required numbers of class rooms for holding classes should be provided to every school.
(g) Awareness among the guardians should be created to solve the problem of low performance.
(h) Involvement and active participation of parents in teacher- parents meeting.
(i) Students should be well acquainted with the Oriya language and that would help them a lot for checking low performance.

5.3.2 Peoples' Representatives (Sarpanches):

Three numbers of Sarpanches of three GPs were interviewed to identify the problem of low performing schools existing in their area and to suggest remedial measures. Their age varies between 36 to 44 years. Their educational standard varies from under matric level to + 2 level. On an average, they made visits to their respective schools once in every year. In their opinion the low performance of students at schools were noticed due to the following factors.

(a) Laxity of teachers,
(b) Low educational standard of students,
(c) Inadequate facilities at schools,
(d) Lack of supervision of schools by higher authorities,
(e) Inadequate number of teachers, and
(f) Administrative mismanagement.

In the opinion of the peoples' representatives, the following steps are to be taken for the improvement of educational standards of the schools in the tribal areas.

(a) Posting of regular teachers as per requirements of every school,
b) Repair of school buildings and construction of adequate staff quarters,
(c) Adequate supply of drinking water,
(d) Supervision of schools by higher authorities,
(e) Extra coaching classes for the students,
(f) Active participation of parents in School meetings;
(g) Restriction of entrance of outsiders to the school premises,

Besides above, they suggested that stress should be given to teaching at primary level so that the standard of the students and appointment of more lady teachers instead of gents' teachers in Girls High Schools would improve the performances of the students.

5.4 Views of Administrative Officers:

As many as twelve Administrative Officers, like Project Administrators of ITDA, Special Officers of Micro Projects, District Welfare Officers, BDOs and WEOs working in the study districts were interviewed during the study to know the reasons of low performances and remedial measures necessary for improvement of students' performance. Among them, 42 per cent stated inadequacy of staff and 25 per cent lack of infrastructures at schools, 33 per cent cited improper supervision, lack of coaching facilities, students' sufferings from disease and 17 percent pointed out low standard of students and their home sickness and 8 percent local festival and economic problems of parents are the contributory factors responsible for low performance of students at schools.

As many as one P.A. ITDA, two DWOs, two BDOs, two Special Officers of Micro Projects and five WEOs were interviewed during the field study. In their opinion the low performance of the students are due to the following factors.

1. Low standard of students and absence of regular learning practices among the students,
2. Negligence of teachers and lack of attitude of teaching among teachers,

3. Non-performance of routine works and non-completion of courses by the teachers,
4. Inadequate supervision of higher officials,
5. Absence of proper guidance and coaching,
6. Vacancies of teaching and non-teaching staff,
7. Non visit by the Medical Officers,
8. Lack of sports activities/exposure visits and competitive knowledge test among students,
9. Inadequate infrastructural facilities in the schools/hostels and particularly in supply of drinking water and shortages of toilets for the girl and boy boarders,
10. Mismanagement of school affairs, and
11. Inadequate staff quarters with minimal facilities which compelled the teaching staff to stay outside the school campus.

In the opinion of the above administrative officers, following steps are to be taken for the improvement of educational standards in the school.

Sanctioned posts of teachers should be filled up immediately in all the schools. Good and efficient teachers of each subject need to be posted in the schools. The teachers should devote more time in teaching and guiding the students. They should also take classes regularly and properly for betterment of students' performances. Payment of incentives to teachers on subjects in which all students perform well would certainly help in motivating the teachers.

Punctuality on imparting teaching, as per the routine needs to be ensured. Methods of teaching should be modified through regular group exercises and heads of those institutions should function as able team leaders. Classes should be taken regularly under the strict supervision of the Head Masters of the schools, punishment for low performances and award for better performances to teachers and regular visit of higher authorities would certainly improve the educational standard of the school/students.

Extra coaching classes required be organized, proper maintenance of the lesson notes and lesson plans by the teachers and attendance of all students be ensured by the class teachers.

Long absenteeism of students was found as most of the students left school to attend the cultural programmes performed in their respective villages. Most of the students' weree engaged in agricultural work by their parents. Children often overstayed after completion of holidays. So parents and guardians need to be made aware so that soon after vacation, they would send their wards to the school.

Students spared more time in mess management instead of reading, so this should be checked. Well-furnished quarters facilities for the teachers as well as well-furnished hostel facilities for the boarders should be ensured. Separate construction wing to deal with construction activities in the construction of SSD Department Institutions buildings should be created. Library and laboratory facilities need to be provided in the SSD Department Schools. Over-head tanks need to be installed for proper water supply to the boarders. Provision of generator to school to avoid the difficulties of light as well as water supply would facilitate the students in their study. Complete boundary wall should be constructed for all the SSD Department Girls' Schools. Enhancement of scholarship of students and admission of students to high school after proper selection/scrutiny would improve the performance of the students.

5.5 Views of Teaching Staff:

As many as 10 Headmasters of 10 schools were interviewed to find out the reasons of low performance of the school. They have stated the following factors are responsible for the low performance of the school.

(a) Excess poverty of students,
(b) Shortages of teaching staff,
(c) Non-supply of sufficient reading and writing materials in time,
(d) Frequent absenteeism of students due to their homesickness, household work and observations of local festivities,
(e)Lack of awareness among the parents/guardians,
(f) Inadequate and improper teaching at the primary level,
(g) Early marriage of students,
(h) Less interest of students in the study,
(i) Language problem for PTG students,
(j) Fear on the part of the students to the Examination system,
(k) Addiction of students to intoxicants,
(l)Teachers residing outside school hampers the teaching process, and
(m) Non-attendance of illiterate parents in the Parent-Teacher meetings.

Besides, untimely supply of textbooks, insufficient classrooms, problem of electricity, lack of library facilities, science laboratory, damaged furniture of the school, and shortages of teaching staff especially in science subject hampered the study that caused the low performance.

The following suggestions were made by all the teaching staff for the performance improvement of students at school level.

(a) Teaching staff needs to be posted at the beginning of the academic session instead of transferring and posting them at the middle of the year.

(b) Sufficient reading and writing materials need to be supplied to students at each session.
(c) Separate rooms for science laboratory, library and study rooms for the hostellers are to be ensured in each school.
(d) Provision of T.V and other entertainments which would help refresh the minds of hostellers and cultural programmes and activities for the boarders should be arranged so that those students would remain attached to their school and hostel and feel homely atmosphere.

The interview with the Head Mistress, Puttasing Girls' High School, which is one among the low performing schools run by SSD Department, gives a detailed picture of causes of low performances of that school and remedial measure suggested for the low performance. As reported by her, the annual High School Examination result of the school was very low, i.e. 18.18%, 16.67%, 18.75%, 14.29% and 13.33% during the years 2004-05, 2005-06, 2006-07, 2007-08 and 2008-09, respectively. She stated the reasons of low performance of the school for five consecutive years as follows.

Inadequate Staff Position: At present there are 5 teachers including the Head Master, out of which 3 are contractual teachers including one deputed teacher. The Head Master post which was remained vacant was filled up in June 2008. The minimum requirement of teachers for the school is 4 trained graduate teachers (2 in Arts stream and 2 in Science stream), the posts of which are not created against this Girls' High School which are essential for the school. During last year i.e. 2007-08, there was neither contractual nor regular trained graduate science teacher in the school to teach the science subject to the students. The classes were managed by a TGT (Arts) and two untrained classical teachers who had joined in the same year and were unaware about the curricular and co-curricular activities of the school.

Late supply of textbooks: Textbooks are not supplied to the students in time. Besides, writing materials are also not supplied to the students. Insufficient supply of textbooks in the mid session also create problem for both the teacher as well as student to complete the course in time.

Lack of boundary wall: The Boys' High School and the Girls' High School of SSD Department are situated in one campus and both the hostel for Boys' and Girls' are very close to each other without any boundary wall. This hampers the study atmosphere of the girl students.

Late Admission of students: As this Institution is situated at the remote corner of Rayagada district, most of the students come here to take late admission in the school after the entrance examination is over. It proves that they are coming here being deprived of getting a seat from any other high school. As these students come after entrance examination, they easily get admission and avail the seats in the hostel, which were not filled up during the time of admission. During the teaching- learning process, it is found that some of the students do not even read or write the language papers.

Burden on teachers: Due to shortage of higher-class teachers, the present MCT teachers including HM have to take all the classes from VI to X. This leads to over burden on teachers as a result they do not able to give special attention to the higher class students, especially the students who have to appear the annual high school examination. The teaching efficiency is hampered and students of higher classes do not able to clarify their doubts on different subjects from the low qualified MCT teachers.

Pressure of Government Officials: A test examination is held for the students before appearing the Annual High School Certificate Examination. Some students are not sent up for their poor performance in the Screening Test. But, Govt. Officials of SSD Department compelled the Head Mistress for sent up of all the students to appear the HSC examination. This leads to low performance of the school.

Non-Teaching activities done by Teachers: Besides teaching activities, the teacher has to do all types of non teaching activities, like drawing of funds from the banks towards scholarship of the students, teachers' salary, working as hostel superintendent and all other outside activities as the class IV employees are not appointed in the school. It exerts extra pressure on teachers. Therefore, the teachers are unable to take extra coaching classes for the higher class students to clear their doubts regarding the study.

Lack of Drinking water facilities: In the school campus only one tube well and two boring water pumps are used in the supply of drinking water to 300 boarders. The boring water pumps operate by electricity. But, due to shortage of current supply, it is not possible to draw water by the pumps regularly. Again, one of the boring pump and the tube well remain out of order for several times. So the boarders as well as teachers face much difficulty to get water for bathing and drinking purpose. Therefore, it is required to install at least two more number of tubes well inside the hostel premises.

5.6 Reasons of Low performance of the School:

The opinions of different key Government Officials, Public Representatives and Head Master of schools as discussed above are summarized in the following lines.

a. *Vacancies of teaching staff:* Posts of teachers, especially for the subjects like Science and Mathematics, are not being filled up for a longer period which creates problems for completion of courses within the stipulated time. Due to malaria prone area, both teachers and students suffer from malaria regularly. Therefore, the teachers are not interested to continue in the school. Thus teacher's posts are remaining vacant regularly. Schools are managed by 7/8 teachers as against the requirement of 12/15 teachers. In a Sevashram where the actual requirement of teacher is 5, the existing teachers are 3 in numbers who have to manage the classes from I to V with great difficulty.

b. *Language problem:* Students at Primary level take three to four years to learn different languages other than their mother tongue. Thus, they are not able to understand their lessons perfectly and so they lag behind in learning process as they move to upper classes.

c. *Dualism in Government Instruction:* Circulars have been issued that if a student remains absent from the school continuously for three months; his name is to be struck out from the school enrollment register. But instructions have been issued at the district level meeting of SSA, Government in S&ME Department that all students up to Class VI will be given promotion even if they do not appear the annual examination or not attended the school regularly. Students are dame care about their studies as there is no performance testing examination or prevention of promotion to next higher class.

d. *Negligence of Administration:* During the time of final HSC examination, the CI of Schools with special squad party (consisting of 3members including CI) go for a surprise visit to examination centers under his zone with video camera. They submit the report regarding the management of the final HSC Examination at different centers/schools to the Collector of the district that are expected to take steps against the unfavorable report of the CI of the school on the management of examination at different centers. But this is actually not implemented properly.

e. *Inadequate Infrastructure:* From the study it is found that 60 per cent schools did not have benches and desks for the students of class IX, 20 per cent of schools did not have a bench and desk for even students of class X to sit,70 % schools did not have toilet for boy-hostellers and 30 per cent schools did not have toilet for girl-

hostellers, 50 per cent schools had no store room and common room, cent percent schools under sample study had no library and science laboratory, 60 per cent schools have no/insufficient drinking water provision, 50 per cent schools have inadequate supply of electricity and 23 per cent teaching and 34 per cent non-teaching staff posts are remained vacant. These inadequacies in infrastructures could be the major reason of low performance.

f. ***Engagement of teachers in other activities:*** It is reported that many teachers are engaged in other non-teaching activities of the school. Primary teachers are generally involved in the Census work, distribution of BPL Cards, and such other activities in the area assigned to them by the Govt. from time to time. Teachers at High School level are made involved in election duties and other activities provided to them from time to time, which create disturbance in teaching process. Teachers who are in charge of hostel/keeping up official records have to devote times for maintenance of records. Thus they do not find time to teach students

g. ***Wrong process in selection:*** Students are selected to get admission in the school through interview. Maximum students having zero percentage are selected for getting admission in the school as no importance is given at primary level for improvement of their performance. So, no quality education is found in the school.

h. ***Lack of orientation training to teachers:*** Orientation training is not imparted to teachers for improvement in their teaching process. If orientation training programme for teachers posted in remote areas will be organized for 2/3 times in a year by inviting experts from the Board that will have positive impact on improving teaching methods.

i. ***No provision of vehicle to supervising staff:*** When the supervising staff, like CI, DI of school are going to visit a school, which is situated in far off inaccessible remote village, the supervising staffs have to take the help/assistance of the teachers/staff of that school to reach in the school and also have to accept the launch/ Tiffin supplied by them due to scarcity of basic facilities in the area. Therefore, it is not become possible on their part to inform the higher authority against any lacuna/ mismanagement found in the school.

j. ***Non-sanctioned post:*** In some schools Headmaster post is not sanctioned. Teachers are posted on deputation does not show interest in teaching students regularly. In some tribal schools, even two teacher posts are not sanctioned at upper primary level.

k. ***Appointment of regular teachers:*** Regular teachers should be appointed instead of contractual teachers in the school. Contractual teachers posted in the school are not showing full interest in teaching. Therefore, emphasis may be given for appointment of regular teachers against the contractual teachers for better performance in the school.

l. ***Extension of boarding facilities to all the students:*** There is Govt. circular that students residing within 3kms.from the school should not be provided boarding facilities. Thus all the students of a school are not getting the boarding facilities. It is found that the boarders of the school are showing better performance in the study in comparison to day-scholars. So, boarding facilities may be extended to all the

students for better performance of the school. Again, as per the instruction of the Govt., hostel facilities are withdrawn from a failed student. But, if the Govt will consider for giving one more chance to the failed student, then there may be possibility that he may develop his performance in the study.

CHAPTER - VI

Policies and Strategies of Tribal Educational Development in Orissa and Implementation Lacuna

Education has been conceived as one of the most powerful instrument for bringing socio-economic uplift of an individual. The framers of our Constitution incorporated specific Articles to ensure that the State took active part in promoting education amongst all and specifically amongst weaker sections of the population.

6.1 Constitutional safeguards for education

Article 15 (4) empowers the State to make any special provision for the advancement of any socially and educationally backward classes of citizens or for SCs and STs. This provision was added to the Constitution through the Constitution (First Amendment) Act, 1951. It enabled the State to reserve seats for SCs and STs in educational institutions including technical, engineering, and medical colleges.

Article 29 (I) provides that "Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same"

Article29 (II) ensures that no citizen shall be denied admission into any educational institutions maintained by the State or receiving aid out of the State funds on grounds only on religion, race, caste, language or any of them.

Article 46 included among the Directive Principle of State Policy provides: "The State shall promote with special care the educational and economic interest of the weaker sections of the people, and in particular, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation"

Article 350 A reads, "It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary or proper for securing the provisions of such facilities."

In the traditional societies, the role of education was by and large confined to cultural accomplishment. It was also a source of power in political, economic, and religious matters. In the present fast changing world when formal institutions are replacing traditional institutions, educational ignorance is the biggest weakness for the society at large and fatal particularly for the weaker sections that must understand the mechanism of these new institutions in order to get equal share of the progress as members of a democratic society.

Education of tribal is one of the cardinal basic inputs for human resource development. Educational development will create awareness and empower the ST students to reap the benefits from different schemes and facilitate them to avail the employment opportunities in Government, Public and PSUs and NGOs that results in rapid economic

development among the tribals. Besides, advancement of education will also ensure bringing a sizable section of the population, i.e. the Tribal to the mainstream of national consciousness.

The Government of India have taken specific steps after Independence to strengthen the educational base of the SCs and STs. Provision of educational institutions on priority basis in the areas predominantly inhabited by these communities, provisions of different incentives are some of the steps which have contributed in raising the educational base of SCs and STs. But in spite of all these provisions, SCs and STs have still to go a long way to come up to the general level in the field of educational development. Concerted efforts have been made from time to time to identify the causes and weaknesses of different programmes, which come in the way of their educational development.

In compliance to the above provisions, the Union and State Governments took up several steps and educational schemes after independence and after inception of first five year plan which are as follows:

6.2. Educational Schemes during the Five-Year Plan Period:

In the First and Second Five-Year Plans the educational schemes for SCs and STs were as follows:

1. Scholarships (Pre Matric and post Matric),
2. Opening of schools in tribal areas,
3. Grant of books, hostel fees, and
4. Opening of residential schools, Balwadis, Community centers etc.

Gradually the educational development programmes broadened and more schemes were introduced. The Ministry of Welfare implements the following central and centrally sponsored scheme for educational development for SCs and STs through State Govt./ UT administration (Mostly on matching basis). Presently various schemes which are under operation are:

a) Central and Centrally Sponsored Schemes.

1. Post Matric scholarship for SC and STs.
2. Hostel for Sch. Caste / Sch. Tribe girls.
3. Pre Matric scholarship for children of those engaged in unclean occupations.
4. Book Bank for SC/ ST students.
5. Coaching and allied schemes.
6. National Overseas Scholarship.
7. Hostel for SC and ST boys.
8. Educational Complex in low literacy pockets having literacy less than 2 percent.
9. Schemes for up gradation for merits to SC / ST students.
10. Ashram Schools in TSP areas.
11. Vocational Training for STs.

b) State Sector Schemes

The ST and SC Development Department is the nodal department of the State Government of Orissa for the welfare of the ST& SC communities. Since education is the most important aspect for the socio-economic development of ST& SC, Government in ST & SC Development Department attached due importance to improve the educational status of these communities. In order to provide quality education to the students belonging to these groups, this Department runs a number of educational institutions. Most of the schools run by this Department are residential in nature and this residential facility in schools have helped a lot to check the drop outs and eradicate the illiteracy among them. The following are the State sector schemes introduced by the State for educational development of SC and ST students.

1. Pre-Matric stipend to SC and ST students
2. Supply of NT books, reading and writing materials, stationeries, equipments, uniforms, sports materials.
3. Administration of Sevashrams (Primary), Ashram schools/ Kanyashram (Upper primary), High Schools, and Higher Secondary Schools.
4. Cash Award Scheme for the ST & SC Students and Educational Institutions of ST & SC Dev. Department.
5. Provision for residential schools.
6. Relaxation in age of entry in to higher educational institutions.
7. Distribution of Bicycles to ST Girl's students of Scheduled areas.
8. Computer Education Programme in the SSD High Schools & Girls High Schools and Eklabya Model Schools.
9. Free travel to appear interview and written examinations.
10. Introduction of group wise course particulars for Post-Matric &Pre Matric Scholarship.
11. Book Bank- A component of schemes of Post Matric scholarship.
12. Introduction of coaching allowances to the teachers engaged on contractual basis in the SSD High Schools & Girls High Schools.
13. Mid-day Meals is being provided in schools to increase regular attendance in schools.
14. Textbooks in primary schools have been thoroughly revised to include contextual activities favorable and interesting to tribal children.
15. Massive training of teacher in dealing with tribal children and respecting their culture and way of life is now being provided under the DPEP/SSA which is going to be provided to all teachers working in all Schools in the tribal areas.
16. Continuous Attitudinal Training in child friendly methods based on activity-based approaches is being provided to in-service teachers; under DPEP and SSA Schemes.
17. Reservation of seats in technical (Engineering, Medical, etc.) and general educational institutions and colleges.
18. Adult Literacy Centers, Audio-Visual, and other Social Service Programmes to enlist people's participation and generating awareness about plans and programmes.
19. The S.T and S.C Development Department has always given greater emphasis on promotion of literacy among ST & SC children in general and Girls students in particular. The strategy is to take up motivation of students as well as improvement of educational facilities. This is done by providing Scholarship to ST/SC girl students in KBK districts. Boarders of the 400 Girls hostel constructed in primary Schools of

KBK districts are being provided with Scholarship. 18,462 numbers of ST girl students in the area are getting scholarship every year.

20. Introduction of teaching in tribal languages through utilization of primers in Tribal language at primary schools in tribal dominated areas. Besides the above schemes, the State Government has introduced some special Coaching and Training to facilitate them to get employment in Government as well as in Public sectors.

6.3 Special Coaching and Training:

- Special Employment Exchange for Scheduled Castes and Scheduled Tribes.
- Pre examination training and coaching are being provided to the ST candidates who are appearing different competitive examinations for State and Central Government jobs
- Pre-Recruitment Training for entry into Armed and Para Military forces

6.4 Strategies adopted by the State Government for improvement of performance in SSD Department schools:

The following strategies have been adopted by the Govt. in SSD Department to check the mismanagement as well as for improvement in the school performances.

6.4.1 Inspection of Schools by SSD Department Officers and follow up action:

The educational system is a vital link between the education administration and individual schools. Its main function is to ensure whether adequate standard are maintained in the Government schools or not. One aspect of the inspection system is accountability, which plays a major role in helping teachers to function more effectively.

Government in SSD Department has issued a letter bearing number 5761 dated 7.3.90 addressed to all District Collectors of the State regarding annual inspection programme for inspection of educational institutions under SSD Department with a view to ensuring systematic and to avoid overlapping of inspections by Government Officers at different levels. As per the instructions in the letter in an academic year, 1) Director of the department, in charge of education will inspect at least one High School in each division, 2) Collectors/ADMs in charge of Welfare will inspect at least four High Schools /Ashram Schools in the district, 3) PA ITDA will in respect at least two High Schools/Ashram Schools within the ITDA area, 4) Joint Director of the Department will inspect one High School/Ashram School in each sub-division / ITDA area, 5) Inspector of Schools (SSD Department) will inspect all the High Schools and at least one Ashram School/Kanyashram in each sub-division, 6) Sub-Collector is to inspect fifty percent of High Schools and Ashram Schools in a Sub-division and the rest fifty percent by the DWO, The DI of Schools/Deputy Inspector (SSD Departement) will inspect all the Ashram/ Kanyashram schools in his jurisdiction during the academic session.

As regards to the annual inspection of the Sevashram and Residential Sevashrams, the DWOs and the Sub-Collectors are to inspect all the Residential Sevashrams located within their jurisdiction once. Out of the other Sevashrams, the join Director will inspect 5 per cent of the Sevashrams in a district once annually. Likewise, in every year DWO will

inspect 25 per cent of the Sevashrams in a district and Sub-Collector will inspect 5 per cent of the Sevashrams in his jurisdiction once and ADWO will take up 40 per cent of the Sevashrams in his jurisdiction once. District Inspector / Deputy Inspector of Schools (SSD) will take 40 per cent of the Sevashram/Kanyashram in a district once in an academic year. Each WEO/SI of Schools (SSD) will take up inspection of all Sevashrams under their jurisdiction once in a year. Inspection notes are to be sent to the proper quarters as per the following arrangements.

- Sevashrams- BDO/ Sub-Collector /DWO / Deputy Inspector of schools.
- Ashram/Kanyashram - Sub-Collector / DWO / Dist. Inspector of schools.
- High Schools- Sub-Collector /DWO / Inspector of schools/ SSD Department.

6.4.2 Hostel Management:

In all the Hostels, which are functioning within the educational institutions of the SSD Department, Head-Masters/Headmistress have been declared as the Superintendents to oversee its proper management and one of the Assistant Teacher is designated as the Assistant Superintendent to help the Head-Masters/Headmistress. As per the Guidelines of the Government, management of hostels is to be made by a mess committee consisting of one elected student from each class and they are to operate under the guidance of the Asst. Superintendent and the Head-Masters/Headmistress of the School. The mess committee forms a sub-committee comprising three representatives and a purchase committee consisting of assistant superintendent, Mess manager and a teacher and two other members from the mess committee is also formed. For maintaining accounting procedure of the hostel registers like cash book, stock and expenditure register for food articles, personal ledger account of each student, mess dues collection register, meal attendance register, guard file of bills and vouchers, proceeding books of students mess committee, inspection note book, procurement file containing quotations obtained from time to time and minutes of the purchase committee meetings are maintained. The assistant superintendent is supposed to ensure that these registers are properly and correctly maintained and he is solely responsible for the lapses, if any, found in these records.

6.4.3 Establishment of Eklabya Model Residential School (EMRS)

Eleven Eklabya Model Residential School (EMRS) are started functioning in the State under ST & SC Development Department through Orissa Model Tribal Education Society (OMTES) for providing quality education to the tribal students with financial assistance from Govt. of India, Ministry of Tribal Affairs, under Article 275 (1) of the Constitution of India. Besides, it has been proposed to set up one EMRS in Malkangiri district during the year 2008-09 and Govt. of India has been requested to provide recurring expenditure for it. In all the EMRS, class XI in science has been opened for facilitating higher education among the tribals. The success rate of student from the Eklabya Model residential Schools in 2007 Secondary Board Examination was 86 per cent.

6.4.4 Opening of 1000 ST Girls' Hostels:

In order to check the high rate of dropout and to promote ST girls education, Govt. ST & SC Development Department have opened 1003 girls hostels spread over all the 30

district of the State during 2007-08. As a result of the construction of the hostel, more than one lakh girl students have been provided residential accommodation. The infrastructure of the said new residential Girls' High Schools has been created utilizing funds available under RLTAP (KBK), DPEP, BRGF, Article 275 (1) of the Constitution of India.

6.4.5 Up gradation of Primary school under Sarba Sikhya Abhijan:

As per the decision of the Government, all the 109 Ashram Schools, 142 Residential Sevashrams and Sevashrams where ST Girls' Hostel and Primary School Hostels have been opened, and Sevashrams, out of remaining Sevashrams of a district located in thickly populated area and in places where Upper Primary and Middle English Schools are not available within 3 kms. have been upgraded to Upper Primary Schools (upto class VIII) from the academic year 2008-09 under Sarba Sikhya Abhijan. OPEPA provides Sikhya Sahayaks for the upgraded classes and allots funds for the construction of class rooms in the said schools.

6.4.6 Construction of 52 New Residential Girls' High School:

The ST & SC Development Department has opened 52 nos. of new Residential Girls' High School from class VI to X, in the tribal blocks of the State during 2008-09, where there was no Girls' High School. The Girls' High School at an estimated cost of more than Rs.1.00 crore each, have been constructed by pooling resources from C.S.P, BRGF, Article 275 (1) of the Constitution of India, State Plan Fund etc. Each school will have strength of 250 girl students.

6.4.7 Opening of 19 Educational Complexes in Micro Project Area for PTG:

In order to impart higher education to the children of Primitive Tribal Groups and to reduce the dropout rate, 19 Educational Complexes have been established during the year 2008-09 in 17 Micro Project areas for socio economic development of 13 PTGs.

6.4.8 Up-gradation of Merit for SC/ST students:

The scheme of up-gradation of merit is to provide special coaching to SC/ST students studying in IX to XII in different schools/colleges so as to facilitate them to compete with other students to make them prepare for JEE (Engineering/Medical etc.). During the year 2008-09, a proposal for release of Rs.103.05 lakh was sent to Ministry of Social Justice & Empowerment for implementation of the scheme in 8 upgraded Higher Secondary Schools to cover 227 SC students of 9th class and 230 SC students in 6 Junior Colleges. Similarly, a proposal for release of Rs.180.27 lakh was sent to Ministry of Tribal Affairs during the Year 2008-09 for implementation of the schemes in 9 upgraded Higher Secondary Schools to cover 500 ST students of 9th class and 257 ST students in 5 Junior Colleges as against which Rs.17.94 lakh have been received at the end of the financial year from the Ministry of Tribal Affairs.

6.4.9 Pre Matric Scholarship to ST and SC students:

Government letter bearing number 31199 dt 1.9.2005 addressed to all Collectors outlines the revised procedure for smooth and timely disbursement of Scholarship to all

SC/ST students. The eligible students are SC/ST students staying in 40 seated ST girls hostel, primary school hostel, residential Sevashrams , Ashram schools, Kanyashram and high school managed by SSD Department. ST/SC students staying outside the hostel and reading in Class VI to X and managed by the SSD Department are also eligible to get Pre Matric scholarship. Besides, SC/ST boarders and day scholars from Class VI to X in school managed by School and Mass Education Department and students studying in private schools and recognized by the School and Mass Education Department will also be awarded the Pre Matric scholarship.

6.4.10 Post Matric Scholarship to ST and SC students:

After the admission in to the Colleges/Universities, the ST and SC students are eligible to get Post Matric scholarship for pursuing their higher education. The rate of scholarship however varies from Rs.235/- to Rs 740/- for boarders and Rs.140/- to Rs 330/- for day scholars for different groups of courses.

6.4.11 Book Bank Facility:

As a component of Post Matric scholarship, a scheme of Book Bank Facility was introduced during the year1978-79 for the ST students pursuing costly courses relating to medical and engineering stream. As per the guidelines, one set of textbooks is provided to a group of 4 students pursuing these courses and the life time of one set of books is fixed at 3 years and funds are provided for the purchase of new textbooks once for every three years.

6.4.12 Distribution of Bicycles to ST Girl's students of Scheduled areas:

In order to encourage ST girls to continue their higher studies and to check the drop out of tribal girls, ST and SC Development Department has introduced a new scheme from the year 2006-07 to provide bi- cycle to ST girl students of the scheduled areas of the State who have passed AHSC and continuing their + 2 studies as an incentive. During the year 2007-08, Rs 81.00 lakh have been provided for distribution of bicycle to ST girls.

6.4.13 Cash Award Scheme for the ST & SC Students and Educational Institutions of ST & SC Dev. Deptt.

A cash award scheme has been introduced by the Govt. in ST & SC Dev. Deptt since 1987 as an incentive for improvement and creation of competitive spirit among the ST & SC students as well as educational institutions of these Department. The awards are given to the best ST & SC Students and to the best educational institutions of this Department on the basis of Annual HSC examination results, on the closing ceremony of the Annual Adivasi Exhibition organized for 7 days from 26th January to 1st February, every year.

6.4.14 Teaching in tribal languages through utilization of primers in tribal language at primary schools in tribal dominated areas.

Government in ST & SC Development Department has decided to start teaching in 10 tribal languages, i.e in Santali, Saora, Munda, Bonda, Kui, Kuvi, Juang, Koya, Kisan

and Oraon in some primary schools (Sevashram and Residential Sevashram) of this Department which are located in most remote tribal areas.

6.4.15 Coaching allowances to the teachers engaged on contractual basis in the SSD High Schools & Girls High Schools:

Government in ST & SC Development Department has decided to pay coaching allowance of Rs.2250/- per month to the trained graduate teachers (BSc. B Ed. and BA B Ed.) and Rs 1700/- per month to the Sanskrit/Hindi teachers engaged on contractual basis to the SSD High Schools & Girls High Schools in addition to their remuneration subject to the condition that they should take minimum of 3 hours of extra classes a day and undertake to ensure 90 per cent result in the high school examination.

6.4.16 Enhancement in Consolidated Remuneration of Contractual Teachers:

During the year 2008-09, steps has been taken to enhance the monthly consolidated remuneration of contractual teachers and non-teaching staff of SSD Department schools which will encourage them to serve enthusiastically.

6.4.17 Computer Education Programme in the SSD High Schools & Girls High Schools and Eklabya Model Schools:

For providing computer training to the school children, computers have been supplied to 212 High Schools & Girls High Schools of this Department through the Orissa Computer Application Centre (OCAC) under the 11th Finance Commission Grant. Under the programme, 4 Computers with accessories, one Dot Matrix Printer, 4 tables, 20 chairs have been supplied to each High School/Girls' High School. Besides, 2 teachers (Science and Mathematics) from each school have been imparted computer training by OCAC in order to impart computer training to the students of concerned High Schools/ Girls' High Schools.

6.4.18 Punishment for low performance:

Criteria for low performance has been defined at Govt. level that If the performance of a school is below the average percentage of the SSD department schools during the same year, then it is considered as the low performing school. For example during 2007-08 the average percentage of pass out SSD Department schools was 69 per cent and the Schools showing result below 69 per cent were considered as low performing schools during the same year. The Government in SSD Department has initiated disciplinary action against the teachers of low performing Schools. But, during the same year, the HSC Examination results of Schools of S & M E Department was only 54 per cent.

C.I. of Schools informs the Collector regarding the performances of each Schools of the SSD Department and in obedience to the instructions conveyed by the Government in ST and SC Development Department vide letter no 29726 dt. 08.08.2008 draft charges are being framed against the concerned Asst. Teachers, in whose subject less than the State average students have failed to secure pass marks. For example, if there are 20 students of a School appeared HSC Examination and only ten passed out, then it shows 50 per cent

result which is below the average result of 69 per cent cut off line fixed by the SSD Department for that particular year.

Punishment like withholding of increments and promotion, postings to inaccessible areas is imposed upon the Teachers. The Department initiates action against the Head Masters of the concerned Schools whereas in case of Asst. Teachers, Collectors of the concerned Districts are being instructed to take action.

Government in SSD Department realizing the consistent low performance of several schools due to the lack of seriousness and apathy on the part of Head Masters and subject teachers, has initiated disciplinary proceedings against sixty Headmasters, out of which 94 percentage of such cases have been finalized with the imposition of minor punishments against the concerned Head Masters. Besides, vide letter no. 29726/SSD dt.08.08.2008, it has also instructed to all the Collectors, the appointing authorities, to initiate similar disciplinary actions against the subject teachers, on whose subjects students have secured less marks than the State average and to ensure its compliance within a period of two months. It has also been instructed to issue notices against the contractual teachers for the poor results due to their negligence and irresponsibility and as well for their disengagement. Such actions may help in the identification of low performing schools and its administration and teaching staff, which may instill a sense of seriousness in the minds of teachers.

6.5 Lacuna at the implementation of schemes:

While the Government is spending crores of rupees on different welfare programmes for the development of tribal people in TSP areas of Orissa, the modus operandi hardly achieves the goal.

Incentive schemes for school children are conceived by the planners as a 'part of the approach of the Government' to motivate parents 'to send their wards to school' (Report of the working group on elementary education, Ministry of Human Resource Development, 1996). Earlier incentive schemes run by the State Government include free text books and uniforms, often meant for children belonging to STs, SCs and other poor families. In mid-1995, the Central Government initiated a national 'mid-day' meal scheme, which has actually been translated into a scheme of distribution of monthly 'dry rations' to school children. This scheme has covered students from class-I to class VIII. These incentive schemes are of great benefit to the disadvantaged children, mainly in terms of enhancing enrolment and attendance. But main problem seems to be their tokenism implementation. The coverage of most incentive schemes is very limited and incentives are supplied in an erratic manner. Due to its inflexible operation, the education administration has ignored most of the implementation problems, preferring instead to create new, and equally tokenistic schemes from time to time. In most of the hostels, the inmates suffer from the lack of basic amenities. The students have no adequate dresses, mosquito nets and are not supplied with blankets. Many students still suffer from malnutrition due to inadequacy of balanced food.

Lack of timelines in the provision of incentives is a common problem. Delays in receiving the scholarship are not uncommon. Not only the time erratic but also the amount received are often far less than the amount due. The erratic supplies of textbooks also bring

serious consequences. The textbooks are received at wrong time and in wrong quantity disrupt the learning process. The textbooks are supplied to the students at any time during the school year and quantities are more or less arbitrary.

Erratic times and whimsical distribution of textbooks and scholarship also disrupt school functioning. If textbooks are in short supply, children may receive one book each instead of a complete set. Further, ill planned incentive schemes generate considerable extra work for teachers, leading to excessive paper work.

Shortages of teaching staff persist in majority of the schools of the SSD department of the State. Vacancies that have arisen due to retirement and other causes were not being filled up because of the austerity measures of the Government. It is found that in many schools, vacant posts are not immediately filled up by trained teachers, especially the Science and Mathematics teacher for which the courses of the respective subjects are not completed during the session resulting failure and poor performance of the student in the high school examination.

During the last two years, recruitments were made at the district level for filling up those vacancies. Most of the contractual teachers are highly educated and getting much lesser amount than their counterpart appointed earlier and serving in that particular school. They could not be motivated to serve in a dedicated manner and thus they lack the zeal and enthusiasm. The Govt. provision of coaching allowances to the teachers engaged on contractual basis in the SSD High Schools & Girls High Schools is not implemented properly though the contractual teachers are taking extra classes. This may be due to some deviation on the condition of the Govt. of taking 3 hours of extra classes a day and undertake to ensure 90 per cent result in the high school examination.

The provision of toilets in many schools and hostels, are not sufficient for the adolescent boys and girls. So the hostellers including girls in majority of these schools are compelled to go outside the premises for their daily bathing and other day-to-day activities. Moreover, in some hostels there is no space for putting up cots and the boarders have to live, sleep and study on the floor in a cramming situation.

Even if a lot of money is spent for development of infrastructure, in many schools, except class IX and X students, there is no provision of bench and desks for the students to sit, keep their bags and to learn comfortably. They have to sit on the floor in a congested manner. Even in some schools the class IX and X students are also sitting on the floor. In many schools teaching staff are also not provided with staff quarters and where the quarters are provided, they are not in good condition and they lack basic amenities, like drinking water and toilet facilities.

The students at higher classes, i.e. class IX and class X, are taking meals twice a day, which is not sufficient for them. In some schools, the Head-Master on their own management, cover the students of higher classes with MDM where as in some other schools neither they are adjusted with MDM nor they are provided with extra meal/tiffin during the recess break at the noon hours and even during late afternoon, when all the classes are over. They have to wait for dinner at 9'o clock at night. With empty tummy for longer hours, they may not be able to concentrate on the study. This may be one of the reasons of low performance in the final HSC examination.

It is found that some of the registers, which have to be maintained at schools, are not maintained either due to vacancy of clerical post or due to pressure of work on teachers, who have to maintain the registers. Some registers, like the class promotion register, scheme register, lesson diary by the teacher, monthly examination register, verification of written work register are maintained in all the sample schools. But the registers, like Head Master's class inspection records, special coaching register, class log book and incoming and departure register of boarders are not maintained in the sample schools.

It is found that there are uneven frequencies of inspection of schools. The important reason for uneven frequencies of inspection is that inspector tends to concentrate on the more accessible schools. The schools in greatest need of support from the administration, which are located in remote and inaccessible areas, receive least attention. Many schools did not have at least one inspection and even if schools are inspected there had not been any follow up action. Regarding talking with parents, inspectors do not seem this as being the part of their job. The inspectors overloaded with the work focused their attention on the maintenance of school registers, but the quality of teaching is out of focus. It was also found that the number of schools entrusted to the care of an Inspector was too large and the range too wide for him to be able to acquaint with their work and appreciate their problem, nor was he in a position to guide and advice the teaching staff in improving the work of the school. It occasionally happened that the Inspector instead of being the friend, philosopher and guide of the school behaves in such critical and unsympathetic way that his visit was looked upon with some degree of apprehension if not resentment. Thus the duties of the Inspector need to be redefined. The job chart needs to be critically scrutinized.

In view of the needs of the times and the applicability of Information technology in each spheres of the day-to-day life, the Board of Secondary Education, Orissa had introduced a new curriculum with Computer Science as an optional subject for the HSC Examination. Accordingly, under various schemes, four numbers of Computers and its accessories were supplied to almost all the Government High Schools of the State and teachers were imparted training for acquiring basic skills on Computers. But with the revision of syllabus since the year 2008, Computer Science is no more a subject for the students of High Schools of the State and there is no period earmarked for its learning. Thus, those Computers remain unused and most of those gadgets have become non-functional. Such arrangement also debars the students and particularly the hostellers to acquire quality education through the facilities of CDs, DVDs, On-line education, distance education which can help circumvent the constraints of insufficient class-rooms, qualified teachers, Laboratories, Library, black-boards etc. being faced by the SSD Department High Schools.

CHAPTER - VII

Factors Responsible for Low Performance of students

From times immemorial, the aims, and objectives of the Indian education have silently being shaped by the cultural ethos and the economic compulsions, the social situations, and the religious injunctions. A close genetic relationship is always evident between society and education. Society provides the setting, the goals, the expectations, norms, limitations, constraints and incentives to education and in term is redirected, fertilized broadened and fundamentally influenced under the impact of education. Previous study on "Education of Tribal Girl Child" (Ota & Mohanti) conducted by this Institute corroborates with the findings of this study. The factors responsible for low performance of the students in tribal areas confirm the previous study which is presented below.

7.1. Socio-Cultural factors:

Under the societal practice and cultural mindsets in traditional societies parents do not prefer to educate their children especially their daughters and show unwillingness either to send their children to the school or withdraw their children from the school. These societal practices and cultural moorings contributed a lot towards educational backwardness of the Scheduled Tribes. The reasons for the acute educational backwardness among the Scheduled Tribes is partly for age-old social system and partly for their high ethno-centric attitude, those who are residing within the remote and high elevated hill ranges and forest dominated areas, highly depends on the nature for survival. Among the tribes, the girl child is not considered as a burden rather an economic asset for the family. From the very childhood, she is engaged in the household activities and manages the house during the absence of her parents. She is engaged in daily household work, takes care of siblings, domestic animals, collects MFPs from the forest and helps in agricultural activities. She has to learn all these activities in due course, as she has to manage the house independently after her marriage. Moreover, a tribal girl child is considered suitable for marriage at an early age when she attains her puberty at 12-13 years of age. Under such cultural constraint, the parents of the child find it meaningless to keep their child in the four walls of the formal school. As most of the parents are illiterate, the perception of parents on modern education does not go positively. Moreover, they are not fully aware of the benefit of the education and they look at their children's future, which is mostly confined to their cultural homogeneity and ecological niches. The negative perceptions of the tribal parents towards education are loss of manpower in the family for baby-sitting and for agricultural work. A school child cannot learn the traditional agricultural practices for his/her survival in future, and put parents in trouble to find educated spouses for educated children. Moreover, the education leads one to get detached from his/her parents/kinsmen and the community as a whole and it may lead one to become way ward if he/she does not get any job. In many cases the employed sons get detached from their kinsmen and lead life separately in urban areas and do not like to mix with their people because of their ego centric mentality that they got through their education. Under such stringent situation many parents have developed negative attitude towards education. Moreover, traditionally the system of bride price is prevalent amongst them, the amount of which may vary depending upon the working ability of the bride, but in case of educated child they lack the working ability for which the parents have to face the problem.

On the other hand, the dowry system, which has recently cropped up among many of the tribal, would be an additional burden on the part of the parents of educated girls on selection of compatible educated grooms. Thus their apathetic attitude towards their child's education may also dishearten the child and may be one of the reasons of low performance. The findings of Interviews among students gave different opinion regarding the reasons that affected their study during their learning at school. Out of 93 respondents, 61 (66%) mentioned poor economic condition of their family, 43(46%) poor learning ability, 32 (34%) apathy of their parents towards their study and 29 (31%) pressure of household work for their low performance in their study and examination.

7.1.1 Traditional educational system

Among the tribes of Orissa, formal education is of a recent origin. They were having their traditional educational system, which were community specific. Education means acculturation/socialization and inculcation of values acquired by societies and handed down from one generation to other. Education in tribal societies has helped maintenance of social structure and goal attainment for a sustained living. Among the tribal community of Orissa there have been some forms of institutions, which have been imparting education to the tribal children and youths. These institutions are particularly known as youth dormitories. In tribal areas of Orissa one can find both mono-sexual and bi-sexual dormitories. These dormitories have several functions according to the social norms, the participants of the dormitory are socially allowed to attend and involve in the dormitory activities. After getting married one ceases to be the member of the dormitory. The seniors train the juniors in different fields of resource culture management and guide them to emerge as responsible members of the society. It is a training center for imparting instructions in various fields such as religious, socio-economic, and political arena. In some communities the dormitories function as traditional courthouse, place for rituals, storeroom, community center and as guesthouse. Thus, generally the tradition educational system, which is prevalent among the societies, is culture, ecology, and economic specific and mostly the worldview of tribal people is confined to the narrower world. On the contrary, in literate and complex societies the people learn and get educated in both the informal as well as formal methods. Thus bane in the present development context modern education is being imposed on the tribal which most often does not refer to the tribal culture to which they are acquainted with since generations is not properly accepted by them and thus in many cases, tribal take it negatively. In some schools in tribal area, especially in Mudulipada Boys' High School, Malkangiri district, maximum boys used to go to dormitory at night turning a deaf ear to the teacher's instruction and come back to the school at dawn and later doze in the class at school without caring for the teachers. The teachers feel helpless in this situation and it automatically leads to low performance of the school as well as that of the students.

7.1.2 Attitude of students:

The tribal children have been socialized in a line at par with their traditional customs, beliefs, attitude, rituals sacrifices etc. They feel that they are to be acquainted with their traditional knowledge and to be expert in those matters to lead their life in a smooth way, which are not practiced in the school. Thus they do not show much interest in the study, which is one of the factors of low performance.

A Girl student with her father

The students in the tribal areas are by nature home sick and freedom loving. To them the schooling through formal education appears to be drudgery. They do not like to be taught by an outsider in a prescribed pattern. More often, the students do not like the instructions of the teachers. At the late childhood, they develop intimacy more with their forest and fields and domesticated animals and finally it refrains them from going to schools. During the pubescent period they show inclination towards their friends of opposite sex and dormitory life. It, practically, keeps them away from the school. A lot of feasts and festivals, ceremonies and celebrations divert their attention from the school. Above all the financial condition of the parents compels them to leave the school. Besides, some factors like detention in the class, frequent ailment and early marriage act as barriers for their education and low performance.

7.2 Economic Factor:

The tribal people mostly depend on their indigenous practice of agriculture for their livelihood. They educate their children regarding their livelihood practices and rules of division of labour prevalent in their society. During agricultural and harvesting seasons the parents take their young sons to the fields with them for working and the young girls are engaged to watch home, caring the siblings and attending to other household chores. Thus, the tribal parents consider their children as economic assets, which must not be spared otherwise as it affect their life supporting measures. Again a sizable population of the educated persons is unemployed. This has created a negative impact on them as the educated children become prestige conscious and do not attend to their traditional agricultural works even on the event of their unemployment.

In tribal societies, normally the young sons get separated from their parents soon after their marriage mainly because of shortage of rooms. Ordinarily the married sons do not take financial responsibility of their aged parents since they are mostly self-dependant and in most of the cases the tribal aged parents toil for long in their fields until they manage to do so.

The tribal students are much cautious about their daily life. Their whole day labour in the field helps them in getting their food. While working, co-operation of the family is sought for. The tribal children from their early childhood have been socialized in the way so as to help the family in earning its livelihood. The children do not give much importance to go to the school, while working in the field or forest is considered as primary pursuit. Out of 93 students, 19 per cent prefer to help their parents in agricultural work rather than going to school in the agricultural season. For formal education in school has been relegated to the tertiary position by the children.

7.2.1 Apathy of parents:

Discouragement effect is particularly common in under privileged families. The parents cannot afford private tuition. Most of the students are ST and their houses are small in size having only one or two small rooms, they are unable to create learning environment at home. Poor parents want their children to learn various manual skills at school rather than to acquire intellectual knowledge. The parents feel that the education is a good thing but this is not really achievable for them. They consider that the benefit of education is important beyond certain stage, and there is little chance of their children reaching that stage.

7.3 Religious Factor:

Communal life forms a basic parameter of the tribal society. It finds manifestation through the various festivals and cultural celebrations. Most of the tribal communities have retained the rich and varied heritage of colourful dance developed over centuries, which are integral part of their culture and maintained by them in a continuous tradition.

In tribal society, each and every member from younger to older age groups participate in all the religious function/festivals held in the village/society in different seasons and participate in the dance and merrymaking for days together. Even some religious function continues for a fortnight or for a month together. Each religious, social function and agricultural activities follows dance and merrymaking. Tribal Children are frequently acquainted with their fair and festivals and participate in these occasions actively. School holidays pattern are not in consonance with the rituals and festivals in tribal areas. Thus, most of them either leave the schools candidly without taking permission from their teachers or they take permission from their teachers but overstay to participate in the religious activities. Out of 93 students, 90 per cent opined that they remained absent from school to attend fair and festival in the village.

7.4 Educational Factor:

(a) Poor Infrastructure:

Educational expansion becomes inconceivable without adequate infrastructure facilities, like school building, bench, desks black board, map, chart and other learning materials. It is found that in most of the schools in tribal areas, no benches and desks are provided to the students for sitting and keeping their books and bags. Again the rooms are not so specious, so that the students will sit comfortably and write down the note what the teacher teaches in the class. Students feel uncomfortable in sitting which creates distraction

in the learning process. In 40 per cent schools covered in the study, only the students of class IX and class X are provided with bench and desks.

(b) Medium of Instruction:

The medium of instruction in the field of tribal education has evoked certain pertinent issues and problems. As most of the teaching, learning materials are in the regional language, the tribal students unable to assimilate the courses and contents properly and alienate at the beginning stage of schooling and hardly there is any scope to compete with the non-tribal counterparts. This results in creating a vacuum in the assimilation process and jeopardizes learning at the elementary level, which is crucial because of the malleability and plasticity of the mental make up of pupils.

(c) Provision of meal:

Ordinarily, schooling of children is expensive since it involves payment of tuition fee, purchase of study materials, uniforms, transport cost, etc. This keeps a large chunk of children of different strata of society to remain away from schooling. It is very prominent among the tribal. A hungry child can never attend school unless his hunger is satisfied. Since most of the tribals are very poor and not in a position to provide sufficient food to their children, many of the tribal children suffer from malnutrition. Therefore, with a view to combat the grim situation, the Government has made a number of provisions and protected their interests through various policies. For enhancing the enrollment level among the tribal children at school, the Government has made provision of MDM, exemption of tuition fees, provision of study materials / school dress, stipends, and extra coaching facilities for higher studies. During recent years, the provision of MDM has been extended up to class VIII. The students at higher classes, i.e. class IX and class X, are taking meals twice a day, which is not sufficient for them. In some schools, the Head-Master on their own manage to cover the students of higher classes with MDM whereas in some other schools neither they are adjusted with MDM nor they are provided with extra meal/tiffin during the recess break at the noon hours and even during late afternoon when all the classes are over. They have to wait for dinner at 9'o clock at night. With empty tummy for longer hours, they may not be able to concentrate on the study. This may be one of the reasons of low performance in the final HSC examination.

(d) Holiday pattern:

Communal life forms a basic parameter of the tribal society. It finds manifestation through the various festivals and cultural celebrations. School holidays pattern are not in consonance with the rituals and festivals in tribal areas. The attendance of the tribal students in school is considerably affected because of the existing curricular timings and standardized and uniform pattern of holidays. The attendance goes down during the period of harvesting of crops, collection of minor forest produce and during feast and festivals. Due to socio-cultural habit, they go to their village and involved themselves in these activities, remain absent for a longer period, neglecting their study. This may be one of the reasons of low performance in the final HSC examination.

(e) Lack of adequate learning teaching materials:

Books are not supplied to the schools at the beginning of the academic session by the Tribal Welfare Department. This irregularity found in the supply of books creates problems both for the teachers and students. Further, stipends are not given in due time which creates a lot of problem to manage the mess and to supply the uniform to the boarders which are met out of the stipend money. Generally, tribal students take a little bit more time to grasp a particular thing which is alien to their culture. In addition to this, the insufficient and delay supply of textbooks and other reading and writing materials may also be one of the reasons of low performance of the students.

(f) Inadequate trained teaching staff:

Shortages of teaching staff persist in majority of the schools of the SSD Department of the State. Vacancies that have arisen due to retirement and other causes were not being filled up because of the austerity measures of the Government. It is not possible to control and teach the students of 2-3 classes at a time. Therefore, some times the classes are running without teachers. It is found that less qualified teachers are managing higher classes in many schools. Vacant posts are not immediately filled up by trained teachers for which the courses of the respective subject are not completed during the session resulting failure and poor performance of the student in the high school examination. Out of 10 sample schools, in 4 sample schools the post of science teachers was vacant and in all sample schools, 23% teachers post was vacant during the study.

(g) Engagement of contractual teacher:

During the last two years recruitments were made at the district level for filling up those vacancies. Most of such Contractual teachers are highly educated and getting much lesser amount than their counterpart appointed earlier and serving in that particular school. They could not be motivated to serve in a dedicated manner and thus they lack the zeal and enthusiasm of new recruits.

(h) Hostel facilities:

In all the five Govt. Girls High school and two co-education High School namely Govt. High School, Dogharia and Govt. High School, Kodinga situated in Gajapati and Nawarangpur districts respectively, there are 100-seated tribal girls hostels constructed newly which accommodates about 100 ST and 10 SC students as hostellers. But the provision of toilets in respect of other hostels, which existed earlier, is not sufficient for the adolescent inmates except that of Govt. Girls High School, Puttasingh. So Hostellers in majority of these schools are compelled to go outside the premises for their daily bathing and other related activities. The 100 seated ST Girls hostel constructed and being used since the last year provides for Cots for its inmates whereas in other hostels located within the same premises, there is no space for putting up the Cots and the boarders have to literally live, sleep and study on the floor in a cramming situation. The new constructed 100 seated ST girls hostel building as well as the one constructed out of KBK fund provides for the toilet facilities for its inmates but the inmates of other hostels of the said school have to go outside to the nearby streams for their daily chores. This differentiation generates some sort of anguish and a sense of deprivation within the tender hearts and

minds of the hostellers and acts as an impediment in the achievement of their goals towards acquiring knowledge and learning in an alien atmosphere.

i) Unwanted postings of teachers:

The tribal teachers remain indifferent to tribal education. They are also marked with some mental stress. The non-tribal teachers adopt an apathetic attitude towards tribal school management. Teachers try to avoid being posted in remote or inaccessible areas. The practical reason is the inconvenience of commuting or of living in a mote village with poor facilities. There is no compensation for remote posting: on the contrary teachers receive higher living allowances when they are posted in urban areas. Teachers spend a great deal of time and energy trying to avoid undesirable transfers, lobbying for preferred postings and building up influential connections to play the transfer game. 62 teachers of different sample schools were interviewed regarding their choice whether to continue in the same school or not. Around 15 per cent teachers showed their disinterest to continue in the same place. This syndrome has become a major diversion in the teaching profession.

j) Distracting duties:

The burden of non-teaching activities is a major reason for not concentrating on teaching. Many teachers are engaged in non-teaching duties such as management of hostels as Assistant Superintendents, members of the purchase committee in respect of food and other provisions of the hostels and act even as clerks for maintenance of various official records.

k) Unsupportive Management:

The textbooks and scholarship are not provided to the students timely. Therefore, the teachers face the problem of managing the mess in the hostel and distribution of uniforms to the students in time as they are met out of scholarship money. Again teachers become unable to complete the course in due time for late supply of books as they have to teach more than 2-3 subjects due to shortage of staff. Again threatening of higher officials for transfer to inaccessible areas, cessation of increment, proceeding against teachers regarding low performance of the school without listening to their problems also disheartens them.

l) Visit and Inspection of schools:

It is observed that out of 10 schools selected for study, VECs have not been formed in two schools of Koraput district namely Podagada GHS and Govt. High school, Dasmantpur. In other eight schools, only 98 VEC meetings have been held during the last 5 years i.e. from 2004-05 to 2008-09 as against the minimum stipulation of 480 such meetings at the rate of one per month per each school. This indicates lack of active participation and involvement of the local community in the management of those schools as per the guideline issued by the Govt. As a result there is lack of proper supervision of various activities of the school leading to the deterioration of standard of teaching and mismanagement in the administration of those schools without active community participation.

m) Lack of VEC/ PTA meetings:

It is observed that though the Notification of the Government for formation of VEC in school has been issued during January, 2001, only three schools had formed VEC during the same year, four schools during the year 2003, one school each during the year 2006.In two schools, i.e Govt. Girls' High School, Podagada and Govt. High School, Dasmantpur which has been taken up by the Institute of Mathematics and Application for performance development of the students through special coaching, have not formed VEC yet. This shows the lack of enthusiasm among the concerned Head-Masters / Head Mistress and also among the higher supervising and inspecting officials for development of the school.

Besides, the matter discussed and decision taken in the VEC meeting deviates from the main purpose of constitution of VEC. From the field study, it is found that none of the VEC meetings held in the sample schools give importance to impart quality education in the school. In most of the VEC meetings, decisions for withdrawal of fund from the school account for ongoing infrastructure development works have been discussed and taken.

Till now people, especially the parents are not aware about the role of the VECs. Neither the villagers nor the members of the VECs take any active interest to enhance enrolment and attendance of students in schools and to devise ways to impart quality teaching to the students.

n) Wrong procedure in selection of students:

Students having low performance at primary level are selected for admission into higher classes when Studious student are not available for taking admission in school and the seats are remain vacant.

o) Limited hostel facilities:

Borders are found performing better than the day scholars. But due to limited hostel facilities, good students are also not getting hostel facilities and they go to other schools for admission.

p) Lack of orientation training to teachers:

Most of the teachers of the SSD Department schools are not imparted orientation training for which they do not develop the new teaching method for development of performance of the students. From the study it was found that 58% teachers of sample schools were not undergone orientation training.

q) No detention policy for the students of primary /upper primary classes;

The policy of no detention is also one of the major reasons for low performance at high school level. Due to non-retention policy of the Government, all the students are getting promotion to higher classes without having basic knowledge on the subject taught in the lower classes. They cannot able to catch the higher standard education, which give rise to nil result. Thus they lose interest from the study at higher level and this creates a lot of problem

leading to low performance of the students in the final HSC examination. Confession of a tribal student regarding his low performance is that, up to fifth class they get promotion without knowing anything, up to 7th class, the class teachers tell the answer in the examination, and at high school level they face the problem and do not understand any thing even if the teacher toil hard to make them understand about the subject. Even he expressed that, though he had devoted major time in study, he could not able to understand any thing on the subject, as he had no basic knowledge on it.

r) Humiliation from teachers:

Some times teachers are humiliated before higher officials for low performance of the students. As a result they also take revenge on students by humiliating them in different ways. That in turn leads either to dropout/losing interest in study which leads to low performance of students.

It is found that not a single factor is responsible for low performance of tribal students as well as of the schools. All the above factors taken together are responsible for it. But, if the comprehension power as well as interest of the students can be created and developed through constant and regular coaching by teachers without keeping any gap between teacher and student relationship and students should get enough scope to expresses all of their difficulties, it may solve the problem of low performance, though not cent percent, but to a major extent.

CHAPTER - VIII

Key Findings and Suggested Strategies

8.1 Overall Observation on problems of SSD Department Schools:

Development of education is one of the main responsibilities of the State; particularly it is more important in the context of development of educational status of the backward sections, like Scheduled Castes and Scheduled Tribes. But the Government faces some constraints to set up required educational infrastructures in schools covering all areas, especially in interior tribal pockets.

Though the School and Mass Education Department is taking care of education in the State, the ST & SC Development Department (SSD), which has been set up to look after the welfare of the tribal, took initiative to set up schools in tribal pockets of the State for the educational development of the tribal students. Plans and programmes were chalked out keeping in view the specific problems of the tribal. The State has tried hard for about six decades to reach the goal. But there are some lacuna at the implementation level *for the success of these plans and programmes.*

In the present scenario we find some major constraints like, improper location of tribal schools, uneven distribution of schools, lack of required infrastructures, lack of efficient teachers, language problem, lack of regular supervision and inspection, improper school timing, holiday patterns and teaching method, insufficient stipend provision, untimely and inadequate supply of reading and writing materials, inadequate health care facilities, lack of interaction between parents and teachers, non-participation and involvement of the local community, non formation of Village Education Committee and irregularity in holding of the VEC and Parents-Teachers-Association meetings in most of the tribal schools.

Currently, many primary schools are being upgraded to secondary schools, without provision of sufficient teachers, rooms and other pedagogical requirements, which severely compromises on the quality of such secondary education. The norms for secondary schools, which include not only provision for specialized subject teachers but also for science labs, coaching, etc. must be strictly adhered to when new schools are created or primary schools, are upgraded.

The existing policies and programmes for the welfare of STs and SCs are useful and beneficial. But, these provisions are inadequate. The shortcomings are in the administration of the programmes, the cumbersome process involved in applying for and claiming the benefit or delays in the disbursement of scholarship and other dues. It is also observed that in the administration of hostels and particularly, in managing the Mess, malpractices and fudging attendances and such illegal practices and actions are being overlooked. It is amply clear that scholarship available to high school students is not adequate for their maintenance.

8.2 Major Constraints in School Managements:

The following are the key findings/constraints sorted out during the field study in ten High Schools located in eight blocks of five districts of the State.

8.2.1 Dual administration:

The existing tribal education scenario in the State reflects dualism in the administrative system. The education in TSP area is managed and controlled by both School and Mass Education and ST & SC Development Department and there is hardly any correlation between the two. The Head Master is supposed to follow and obey the instructions of various authorities such as CI of Schools of the SSD Department, C.I. of Schools of the S & ME Department as well as other Departmental Administrative heads namely the DWO, PA/Special Officers of ITDA, Sub-Collectors/ADWOs, etc. It leads to inharmonious and inconsistent endeavors defeating the very purpose of expansion of education for the backward and disadvantage groups. Hence there is need to revise and revamp the existing dual administrative system.

8.2.2 Recruitment of right type of teachers:

Due to the unavailability of sufficient numbers of qualified, trained, sincere, and devoted teachers in the tribal areas, the educational development has not achieved the desired goal. Many of the teachers are from the plain areas and not well versed with the culture, language, and educational needs of the local tribal children. The teachers are neither friendly to the parents/guardians nor teach sincerely. Hence, a gap is clearly marked between the objectives and the action deliver mechanism. Due to lack of proper supervision of work of the teachers, they become irregular and mechanical in performing their duties. There are instances that the teachers do not devote attention to their primary job, i.e. teaching but keep themselves engaged in other activities. Sometimes their posting in a particular hill area for a pretty long time discourages them to discharge their duties properly. Some teachers are sent to tribal areas on punishment transfer, which develops frustration among them. Recruitment of disinterested teachers and their low estimation for the tribal people sometime hampers the study atmosphere and set back the educational development in the area.

8.2.3 Problems faced by teachers:

Non-availability of accommodation: The main reason for teachers absenteeism in schools located in remote corners is non-availability of suitable accommodation for teachers. In many cases the teachers are not having proper quarters for their accommodation. Incentives, like free residential facilities would give a sense of security and motivation to the teachers, who normally avoid posting in difficult areas due to non-availability of infrastructure facilities. But it is found that in many tribal villages, a rented house is not available which compels the teacher to remain away from the school. The staff quarters available in most of the SSD departmental school premises are not suitable for staying. Staff quarters in many schools lack drinking water, toilet facilities, electricity, and other basic facilities. Moreover, leakages in roof and cracks in walls are found in many staff quarters due to non- maintenance of the same for a long time. The total number of

staff quarters available in all the ten sample schools are 86 where as the required number is 117. Still 31 nos. of staff quarters are further required in sample schools to provide accommodation to the teaching staff. Instances have been noticed that teachers, who are living without families, are adjusted in one room due to the non-availability and dilapidated/ damaged position of staff quarters. It is also found that in one school, teachers are accommodated in the girls' hostel due to non availability of staff quarters. Out of 62 teachers interviewed in sample schools, it is found that only 5 (8%) teachers are residing outside the school premises.

Lack of incentives: Teachers generally avoid being posted to remote or inaccessible areas due to inconvenience of commuting or of living in a remote village with poor basic facilities. As the incentive for being posted and working in the backward areas of our State have been discontinued since the late eighties and priority is now accorded for giving higher living allowances to employees posted in urban areas, teachers prefer spending a great deal of time and energy trying to avoid undesirable transfers, lobbying for preferred postings and building up influential connections for their own interest. Again, the allowance that was being given to the hostel superintendent, who is one among the teachers, for supervision of the hostel has been stopped as a result of which it disheartens them to take up such additional sensitive work effectively.

In case of students performing better and securing more than the fixed percentage of marks in four subjects, such as Science, Math., English and Sanskrit, certain amount @ Rs. 10/- per month per student were being granted earlier to the concerned subject teacher. This has probably been discontinued now and thus it affects the morale of the subject teacher, who normally toils hard for the betterment and improvement of performance of the students. Disciplinary actions against the teachers, in whose subjects students do not perform well, are being initiated but better performing teachers are not being rewarded nor is any kind of appreciation being doled out to them.

Maintenance of records and other activities: The burden of non-teaching activities is a major reason for not concentrating on teaching. Many teachers are engaged in non-teaching duties such as management of hostels as Assistant Superintendents, members of the purchase committee in respect of food and other provisions of the hostels, disbursement of scholarship, purchase/preparation and distribution of school uniforms and even function as clerks for maintenance of various official records, registers, documents of vital importance, like attendance, absenteeism of students. The register also gives valuable information on the functioning of the school, the social background of the students and their enrolment and dropout. But from all the sample schools, it is found that some of the basic registers like headmaster's class inspection record, special coaching register, class log book, incoming and departure register of boarders are not found maintained properly. Maintenance of records and registers as regards boarders/hostellers are too cumbersome and involves a lot of time on the part of the Head Master/ Superintendent/Assistant Superintendent and thus, they are not able to concentrate on their primary duty of teaching. Visiting Officers mostly prefer to check those registers to find out the lacuna on the part of the concerned staff and thus, utmost importance is attached to this part of their duty. Again the teachers have to help the students in collection of food materials, vegetables and firewood for daily consumption. That also involves a lot of time and energy, which deviates the attention of the teachers from teaching.

Unsupportive Management: Management of the education system ought to be comparatively responsible, efficient, and responsive to the needs of the teachers and students. But it seems that in most of the schools, maximum posts of teaching staff remain vacant. School calendar is not adjusted district wise in tune with the agricultural cycle. Incentives to the students such as textbooks, uniforms, writing materials are not being provided in time. Transfer policies are often arbitrary and their implementations are politicized. Personal claims and grievance are not being addressed in time leading to discontentment among the teaching staff. In almost all the study schools it was observed that no clerical staff have been posted, as a result one among the teaching staff remains in charge to maintain various records and registers as well as issuing certificates, mark sheets, monthly reports and returns etc. This hampers in the teaching activity of the concerned staff resulting in incompletion of courses and lack of proper supervision of the learning process of the students.

School Environment: In some schools located in PTG areas, the villagers show hostile attitude towards teachers. Especially in the "Bondo" inhabited area, the parents are non-cooperative and create disturbances in proper management of the school. Some members of the village have forcibly damaged the school boundary to enable grazing of their cattle within the school premises. They do not pay heed to the requests of teachers and argue that the school area belongs to them and they will use the area as they like. The common problem in the co-educational schools is the location and establishment of boys' and girls' hostel with in the same school boundary, which leads to untoward incidences and creates unhealthy atmosphere involving adolescents in the school.

Unsupportive attitude/Rapport with parents: The teachers do not get supportive attitude from the parents of the students, when the students remain absent for a longer period from school or candidly go away from the school/hostel without showing any specific reason. Besides, in all most all the schools, the Parents-Teachers-Associations are not held regularly and if held, the parents do not show any interest to attend the meetings. In some schools, though it is observed that some parents attain the meeting, but no discussion regarding the improvement of the performance of students are take place.

Problem face by the female teachers: Out of total ten sample schools, five are Girls' High Schools. The total number of female teachers posted in the ten sample schools is 23(26%). Out of those 23 female teachers, 17 (74%) lady teachers are staying within the school premises and others 6 (26%) outside the school area. As per the order of the Government, the male teachers are not allowed to stay within the premises of a Girls High School. But it is found that in all Girls' High Schools, the male teachers are staying with in the school premises due to lack of alternative arrangements of their accommodation. It is also found that in some schools, male teachers are even staying within the girls' hostel due to inadequate accommodation facility. In Girls' High Schools of SSD Department, there is no provision of proper security, as a result of which the female teachers/students residing within the premises of the schools/hostels find themselves to be unsecured. Female teachers are preferably allotted quarters within the school premises. But in two schools, they are not practically staying in their allotted quarters located within the school premises due to non-availability of basic facilities in those quarters and thus they opt to reside in the nearby towns along with their families, which hamper the teaching process to some extend.

Inadequate staff: In two sample schools, i.e, Dasmantpur High School, Koraput district and Puttasing Girls' High School, Rayagada district, it is found that there are inadequate number of teaching staff though the classes in both the schools exist from VI-X. Again, posts of five teachers at each of the two schools, namely Antarba Girls High school and Dogharia High school of Gajapati district and four teachers at Kodinga High School of Nabarangpur district were found to be vacant during the study period. It was also observed that these teaching posts had been remained vacant for a long period. In four sample schools, there were no science teachers. Teachers of Arts stream as well as below qualified teachers used to take classes of high school level students. The post of teachers in important subjects, especially in science and language subject, i.e, English remain vacant for a long time giving rise to low performance of students in final examination.

In service Training: From the study it is found that all the teachers recruited in the sample schools are trained teachers having teaching experience from 1 to more than 10 years. But it is found that, weightage are not being given to orientation or in-service training for SSD Department teachers whereas the teachers of S&ME Department are frequently undergoing in-service training. From the sample study, it is found that out of 90 teachers in position, only 42 (47%) had received in-service training.

8.2.4 Scanty Funds for Pre-Matric Scholarship:

The little assistance, which pupils receive in form of Pre-Matric scholarship at Primary, Upper Primary, and Secondary level, comes too late and is often disbursed in late. The rate of scholarship has been enhanced twice during the year 2008 but still it do not confirm to the prevailing market rates of items required for managing the mess. After the revised stipend rate of the Govt. during 2008, the rate of meal per students comes to around Rs 5/-. As a result, dilution is made in quantity and quality of the food items served to the boarders resulting in generation of less interest among the pupils for their studies. An adolescent child needs a higher quantum of diet but the food being provided in the hostel out of the scholarship amount is not quantitatively sufficient. This disheartens most of the students and diverts their attention from the study.

8.2.5 Inadequacy of school infrastructure:

Enrolment of students in SSD Department schools is increasing year by year, but the essential infrastructure facilities are not extended simultaneously. This adversely affects the study of students, especially in tribal areas and is one of the major causes of low performance. The most common complaints received that the schools are under equipped, underfunded and under staffed. Dismal construction standard of many schools is a problem in the study area. Even in a relatively new school or hostel building, the flooring, or wall of the RCC roof is often found to be defectively constructed with improper composition of materials. The buildings of sample schools are of mixed type, some having asbestos roof and some others have RCC roof and some of them have both type of building. Out of ten sample schools, seven (70%) schools have RCC roofed classrooms and only three schools (30%) have asbestos roof.

The inadequacies of school infrastructure begin with lack of sufficient class rooms, hostel rooms and toilets for boys/girls and store rooms. The hostel building constructed to accommodate the boarders from classes 1 to X, and in some schools students from classes

VI to X. Even if the classrooms and hostel rooms do exist, they are too small to accommodate all the students. In many hostel buildings, there are no provisions of toilet facilities. Therefore, the students especially the girl students face a lot of difficulty at night. A more serious problem is that of poor maintenance and utilization of existing facilities. Even basic facilities such as drinking water, electricity, cots are not available for the inmates of the hostel in some schools. The areas where there is low voltage or irregular supply of electricity, pupils face a lot of difficulty in their study at night. They are also not provided with alternative arrangements such as lantern, solar light, kerosene oil, etc. There are no fans in most of the hostel rooms managed by the ST&SC Development Department School for which the children suffer a lot during the summer season. In rainy and winter season, the students have to sleep on the damped floor for which they have to suffer from various diseases. Due to voltage problems, motor pumps installed do not work and thus water is not available adequately. In majority of these Schools, except students of class X, none are provided with benches to sit upon or desks to keep their books and bags within the classrooms. Even in some sample schools, like Kodinga High School and Timanpur High school, all the students including students of class X sit on the floor in their classroom.

Games and sports materials as well as science apparatus supplied to schools are inadequate. The students are not using computers and other accessories provided to High Schools purposefully. In some schools, these have been kept uselessly or are being used by teachers at their residences. In all the sample schools, it is observed that the science laboratory either do not exist due to non availability of a suitable room or is severely ill equipped with no chemicals, equipments, etc. Even fund for renovating those labs. are not made available.

8.2.6 Socio economic conditions:

The socio economic conditions in tribal areas play a vital role for a high rate of absence of students in schools. The tribal boys and girls are very home sick in nature and they thus do not find the school atmosphere conducive to them. The dormitories attract them more than the school. A number of feasts and festivals celebrated round the year divert their attention from the school. Above all, poor financial condition of the parents plays a major role for their non-attendance in schools. Moreover, the cultural milieu stands as barrier to the depended parents to send their children to schools as the children assist their parents at household chores and also contribute to their family income.

8.2.7 No provision of proper health care facilities:

It is observed during the study of sample schools that the health care facilities provided to the boarders are not adequate. Instructions of the Government for periodical check up of students by the Medical Officer concerned are not being followed scrupulously due to vacancy of medical officers. The medical officers, who are contacted and supposed to visit the schools regularly, are not coming to the school at regular intervals. Again Dogharia School, one of the sample schools, located in Nuagada block in Gajapati district is situated far away from the Primary Health Center and there are no communication facilities in the area to reach the health center, as a result, the boarders, especially, the girl students face a lot of problem during their illness.

8.2.8 Teacher-Pupil Ratio:

Posts of teachers remain vacant for a longer period. Schools are managed by inadequate number of staff. Students' strength has increased manifold but strength of staff has not increased in proportion. The established norm of teacher-pupil ratio is 1:40. But from the sample schools, it is found that in five schools, i.e. Puttasingh Girls' High School of Rayagada district, Kodinga High School and Timanpur High School of Nabarangpur district, Mudulipada High School of Malkangiri district and Antarba High School of Gajapti district, the teachers pupil ratio varies between 1:43 and 1:80 which is much more than the established norm of the Government. The teacher pupil ratio at Kodinga High School is 1:80 whereas at Puttasingh Girls' High School, it is 1:60 and in Antarba High School it is 1:53. The position at primary schools is more miserable where there are only three teachers for five classes, I-V.

Engagement of contractual teachers is also another reason of low performance of school result because these teachers lose interest in teaching the students properly due to their low remuneration and temporary nature of their job. Also the frequent transfer of school teachers do affect the studies since establishing rapport with the students by the new teachers take a lot of time.

8.2.9 Organization of Parents - Teachers meeting:

It is reported that the meetings of parents and teachers are not being held regularly. Even if the meetings are arranged, the parents are not showing keen interest to attend those meetings. From the field study it is found out that PTA meeting has been held in 6 sample schools i.e Dogharia High school and Antaraba GHS in Gajapati district, Kodinga High school and Timanpur High school in Nabarangpur district and Dongasil Girls High school and Puttasing GHS in Rayagada district, but it is not held regularly. Total thirty-three numbers of PTA meetings were reported to be held in six schools during the last five years. It was also observed that, out of ten schools selected for the study, VECs have not been formed in two schools of Koraput district namely Podagada GHS and Govt. High School, Dasmantpur. In other eight schools, only ninety-eight VEC meetings have been held during the last 5 years i.e. from 2004-05 to 2008-09 as against the minimum stipulation of 480 such meetings at the rate of one per month per each school. This indicates lack of active participation and involvement of the local community in the management of those schools as per the guideline issued by the Govt. As a result there is lack of proper supervision of various activities of the school leading to the deterioration of standard of teaching and mismanagement in the administration of those schools. VEC do not function properly in Schools of the SSD department nor parent-teacher meetings are being convened in time as per the stipulations, which results in low performance of school.

8.2.10 Timely supply of reading and writing materials in required quantity.

The SSD Department and the Government Text Book Press do not supply textbooks to the schools at the beginning of the academic session. Such late supply of books and writing materials creates problems both for the teachers and students to complete the course by the end of the academic session. Further, stipends are not given in due time to the students as a result the teachers / hostel superintendent has to face the

problem in arrangement of meals and other requirements of the students in due time. Textbooks as well as reading writing materials and uniforms are not being supplied at the beginning of the academic session. Even it is found that the passed out students of HSC examination of some sample schools have not got the uniform or the scholarship of that year due to delay supply of the same to the respective school. Moreover the quantity of writing materials such as paper, exercise notebooks are not adequate for the high school student, which discourages the students that leads to low performance.

8.2.11 Inspection system:

The Inspection system is a vital link between the education administration and individual schools. But inspection of school is not done regularly or properly. Out of 10 schools under sample study, nine schools had been visited twice or more than that during the year 2008-09 and during the year 2004-05 and 2005-06, higher departmental authorities have inspected only one and two schools respectively. The important reason for uneven frequencies of inspection is that inspector tends to concentrate on the more accessible schools. The schools in greatest need of support from the administration, which are located in remote and inaccessible areas, receive least attention. Many schools did not have at least one inspection and even if schools are inspected there had not been any follow up action. Proper inspection of SSD department Schools, particularly that of teaching methods, techniques, completion of courses and syllabus etc. are not being done. Circle Inspectors of Schools/DI of Schools do not posses vehicle and had to depend upon the H.M and other staff of the Inspecting Schools for his communication and other ancillary requirements to conduct the inspection, which tends to preparation of bias report on the schools functioning.

8.2.12 Unawareness of corpus fund:

As per the notification no 1963 dt 17.01.2001 of Govt in S & ME Deptt. the PTA takes the decision of raising corpus fund. In none of the sample schools, Corpus fund has been created. Corpus fund is required for the development of school infrastructure, with the prior approval of the concerned District Officer which is created by collection of money as well as materials from the persons other than the members of the PTA or Organization. None of the parents/VEC members including teachers do have knowledge about the fund. Most of the HM/Teachers of the school are unaware about this source of fund from which the infrastructure development works of the school or other incidental charges could be met.

The policies and programmes for their welfare have benefited the STs & SCs greatly but they are nevertheless grossly inadequate. The majority students in low performing schools do have difficulty in comprehending their teachers. Closely related issue of performance is the issue of remedial teaching or special tuition. Special coaching and tuition are suggested for their satisfactory performance. The respondents are not adequately aware of the facilities and provisions provided for their welfare. It is necessary to design strategies, mechanisms, and programmes specifically directed towards changing the social out look and attitude of the students to make them more liberal and confident. During 2008, the pass rate in the High School exam fell to even a pitiful of 5% in two schools of SSD Department and total 18 schools had Annual HSC result varying between 5% and 29% during the same year which shows a very miserable situation of performance

of the SSD Department schools in spite of provision of various facilities to the students. From the study it is found that 60 % of schools did not have a bench and desk for the students of class IX, 40% of schools did not have a bench and desk for even students of class X to sit,70 % schools did not have toilet for boys hostellers and 30% schools did not have toilet for girls hostellers,50% schools had no store room and common room, cent percent schools under sample study had no library and science laboratory,60% schools have no / insufficient drinking water,50% schools have inadequate supply of electricity,40% have no sufficient toilet facility at school,23% teaching and 34% non-teaching staff posts are remained vacant. Keeping the prevailing situation in view, the following remedial measures are suggested for improvement of quality education as well as high performance of schools in tribal areas of the state.

8.3 Suggestions:

A compilation of opinions and views offered by the parents, students, peoples' representatives, Government Functionaries including development administrators on the promotional measures required to be taken for the school establishment and their smooth management and delivery of quality education and improvement of students performance as discussed in the previous chapters is presented concisely as follows.

8.3.1 Timely payment of stipend:

The stipend amount needs to be enhanced to Rs. 1500/- to meet the requirements of the students, like food, dress and essential commodities. Very often it is seen that payment of stipend is delayed due to the present bureaucratic practice and the students and staff mentally suffer. It is also found that some passed out students of high schools did not have received the stipend/uniforms due to the delay in supply of scholarship. This may be streamlined.

8.3.2 Timely supply of reading and writing materials:

Reading and writing materials like books and paper and other materials are not available to the students in time. This is due to centralization of power and authority that does not act upon in time. Thus education suffers. Therefore, timely supply of reading and writing materials should be made before the re-opening of the schools and particularly for students of high school classes.

8.3.3 Creation of basic infrastructure:

Schools of SSD Department are generally run without adequate number of teachers. In addition to this, required infrastructure facilities are not being made to the schools for which the students do not receive good education. The apparatus available in the science laboratory are found inadequate. Magazines and newspapers are not made available to them. They sleep in rooms in severe cold and heavy rain because of non-maintenance of the building. A dining space is far from their imagination. All these problems do not help them in developing good habits or good visions of life, and finally they become disinterested in education. Therefore, vacancies in school should be filled up immediately and infrastructures of tribal schools have to be strengthened from time to time and properly maintained by schools. Provision for drinking water and minimum health

facilities should be made available in all tribal schools. Provision of sufficient amount of stipend money to tribal students should be made and timely disbursed. Again provision may be made for supply of gas stove and gas cylinder to schools, where it is possible, so that they can fill up the empty cylinder in the nearest Depot and will get rid of the difficulty in collecting firewood especially in rainy season. Again, the teachers as well as the students should be made free from the mess management, and steps may be taken for handing it over to the SHG groups or to any private party so that a lot of time of the students as well as teachers can be saved and they may concentrate more on their study.

8.3.4 Purposeful review of examination result:

Review of examination results every year in each tribal school has to be made compulsory. After review, some remedial measures like special coaching, involvement of subject experts, taking the help of technical guidance etc. should be taken.

8.3.5 The school environment:

The environment of the schools should be made conducive for the children. Games and sports and extra-curricular activities, organizing different competitions like drama, debate, etc. should be made. Physical education programmes, charts, models, and maps should be prepared involving students. Students should be involved in observing important days (National and International) of the year, which will make them enthusiastic, and it will help improve their quality programme for science exhibition and quiz contests. Male teachers and husbands or male relations of the women teachers in no case should be allowed to reside in the girls' hostels.

8.3.6 Involvement of educational philosophers:

People having new idea in the field of education may be invited to the school for giving their advice in improving quality of education.

8.3.7 Delegation of teachers:

Some selected teachers should be deputed to neighboring states to acquire new ideas about education involving themselves in quality development.

8.3.8 Location of school:

Schools should be started in areas where minimum facilities for health, communication, and market are available.

8.3.9 Entertainment programmes:

Students should be encouraged to take part in different co-curricular activities for better exposure. Traditional fair/festivals of local tribes should be organized at schools as entertainment programmes to imbibe a positive value in the minds of students. Attraction of Dhangda ghar in tribal area is a main source to create drop out/distraction at the teen age. Introduction of Dhangda ghar culture in some other form (cultural programme) in the

school will minimize dropouts/ absenteeism and that may create awareness and improve their performance in the study

8.3.10 Incentive to teachers:

Provision may be made for payment of some special incentives to teachers serving in schools located in remote and inaccessible areas as well as to the teachers who are toiling hard for improvement in the performance of the students.

8.3.11 Administrative control:

The administrative power should lie with the inspecting officers for better implementation of educational programmes.

8.3.12 Appointment of suitable teachers:

Any body and everybody cannot be a teacher. So the recruitment rule should be made in such a way that a teacher having aptitude for teaching should find scope of appointment. Decision may be taken for appointment of trained young teachers in tribal areas. All the teachers of a school should acquire working knowledge of the local tribal language to enlighten the students. Teachers learning tribal languages should be suitably rewarded. In all the Girls Schools only lady teachers should be appointed. Among the lady teachers 50 per cent should be selected from among the tribals in locality. Ten to 20 students should be kept under the guidance of one Teacher.

8.3.13 Training of teachers:

Schools are facing a severe shortage of qualified and motivated teachers at different levels. It is urgent to provide incentives for qualified and committed teachers. The teachers should be refrained from non-teaching official duties. Forums may be organized to encourage teachers to exchange ideas, information, and experiences. At the same time, there should be transparent systems for ensuring accountability of school teachers. There are two Teachers Training Schools, one at Bhalulata and another at Kalinga. They should be well equipped so as to serve the purpose for which these have been established. As far as possible, teachers should be recruited to particular schools and in -service training to teachers may be provided at regular intervals for improvement in teaching method. Besides, the non-tribal teachers should be given training in tribal languages and culture.

8.3.14 Solving Teachers' problems:

Cases of teachers with regard to their claims and genuine problems should be disposed off on a priority basis. So that it will free his mind to render satisfactory service.

8.3.15 Review of performance of teachers:

A teacher entering once in service sometimes forgets that education is a lifelong process. So, some system should be there to assess the skill, quality, and activities of teachers in every five years.

8.3.16 Holiday pattern:

The school timings in the tribal areas should be fixed keeping in harmony with their MFP collection and agricultural seasons. School timings should be changed at the block level. Accordingly, the holiday pattern should be changed keeping in view the cultivation period/MFP collection seasons.

8.3.17 Involvement of parents in school activities:

Schools should create congenial environments for changing the negative attitude of tribal parents to education. They should be invited in all the functions held at school and should be given due importance. The headmaster should politely pressure the parents to attend the PTA/VEC meeting and it is the outlook of the headmaster to arrange the meeting once in every month according to the convenience of the parents/guardians.

8.3.18 Supervision and delegation of power:

The posting of DI of schools in each district for proper supervision of schools, and the DI of Schools are to report directly to the collectors of their respective districts and function as DDO in respect of A/S, K/S, R/S and Sevashram establishment. The Inspector of Schools will initiate the CCRs of headmasters working under his jurisdiction instead of DWOs, who are not academically competent to supervise the teaching activities of the Headmasters. The Inspectors of Schools should be given the power of sanctioning increments of the headmasters of high schools, DIs and Deputy Inspectors of Schools working under their control.

8.3.19 Administration of schools:

Headmasters/Headmistresses of tribal schools should be suitably empowered to look after overall administration of schools. In each school, a "Teachers' Council" (as an Advisory Body) may be constituted of all teachers to help advise the headmasters/headmistresses in day to day administration of the school.

8.3.20 Database on school education:

For educational planning and monitoring, it is necessary to create a complete database on schools and school-age children so as to track the actual coverage and quality of schooling at different levels, and to make it widely available in a timely manner. Such data collection may be made an essential part of the fund allocation for school education, with appropriate institutional mechanisms.

8.3.21 Co-ordination between departments:

The multiplicity of management structures and government departments that currently governs schooling creates confusion, unnecessary replication, and possibly inconsistent strategies across different schools. There must be greater co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local management of schools.

8.3.22 Evaluation body for monitoring quality:

Educational administration also needs to be more conscious of actual learning outcomes at different levels, which will determine both policy and functioning. An evaluation body may be formed to monitor the quality of SSD Department schools based on a short list of monitoring criteria.

8.3.23 Decentralization and greater local autonomy:

Community participation is an important instrument to ensure accountability and improve the day-to-day functioning of schools. This in turn means that the management of schools, including the use and management of funds, should be decentralized to local authorities as far as possible, whether they are Panchayats, Village Education Committees that have representation of all stakeholders including parents.

8.3.24 Revamping school inspection:

The system of school inspection needs to be revamped and revitalized, with a greater role for local stakeholders and greater transparency in the system. The provision may include greater facilities to school inspectors, transparency in the criteria of inspection, and greater involvement of local stakeholders. Regular inspections of the schools should be ensured by the inspecting authority failing which accountability should be fixed against the defaulter. Besides, local MP, MLA, Zila Parishad Chairman, Chairman, PS, Sarapanch, Samitisabhya, ward members should visit the schools to see the smooth functioning. Female Sarapanch and Female Naib-Sarpanch should visit girls' schools of the GP at least once in every month. The visit should take stock of situations, such as safety and security, health and sanitation and study activities of the girls' students.

8.3.25 Reforms in the curriculum and examination system:

Curriculum reform remains a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level.

8.3.26 Use of Information and Communication Technology:

ICT should be made more accessible to teachers and students. Computer course, which was introduced in school, should be made compulsory so that each and every student should know its minimal operation. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology. In view of the needs of the times and the applicability of Information technology in each spheres of the day-to-day life, the Board of Secondary Education, Orissa had introduced a new curriculum with computer science as an optional subject for the HSC Examination. Accordingly, under various schemes, four numbers of computers and accessories were supplied to almost all the Government High Schools of the State and teachers were imparted training for acquiring basic skills on computer operation. But with the revision of syllabus since the year 2008, computer science is no more a subject for the students of High Schools of the State and there

8.3.22 Evaluation body for monitoring quality:

Educational administration also needs to be more conscious of actual learning outcomes at different levels, which will determine both policy and functioning. An evaluation body may be formed to monitor the quality of SSD Department schools based on a short list of monitoring criteria.

8.3.23 Decentralization and greater local autonomy:

Community participation is an important instrument to ensure accountability and improve the day-to-day functioning of schools. This in turn means that the management of schools, including the use and management of funds, should be decentralized to local authorities as far as possible, whether they are Panchayats, Village Education Committees that have representation of all stakeholders including parents.

8.3.24 Revamping school inspection:

The system of school inspection needs to be revamped and revitalized, with a greater role for local stakeholders and greater transparency in the system. The provision may include greater facilities to school inspectors, transparency in the criteria of inspection, and greater involvement of local stakeholders. Regular inspections of the schools should be ensured by the inspecting authority failing which accountability should be fixed against the defaulter. Besides, local MP, MLA, Zila Parishad Chairman, Chairman, PS, Sarapanch, Samitisabhya, ward members should visit the schools to see the smooth functioning. Female Sarapanch and Female Naib-Sarpanch should visit girls' schools of the GP at least once in every month. The visit should take stock of situations, such as safety and security, health and sanitation and study activities of the girls' students.

8.3.25 Reforms in the curriculum and examination system:

Curriculum reform remains a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level.

8.3.26 Use of Information and Communication Technology:

ICT should be made more accessible to teachers and students. Computer course, which was introduced in school, should be made compulsory so that each and every student should know its minimal operation. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology. In view of the needs of the times and the applicability of Information technology in each spheres of the day-to-day life, the Board of Secondary Education, Orissa had introduced a new curriculum with computer science as an optional subject for the HSC Examination. Accordingly, under various schemes, four numbers of computers and accessories were supplied to almost all the Government High Schools of the State and teachers were imparted training for acquiring basic skills on computer operation. But with the revision of syllabus since the year 2008, computer science is no more a subject for the students of High Schools of the State and there

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ANNEXURE-II

List of low performing schools of SSD Department for 5 Years (2004-05 to2008-09) between 0% -30%

District(High School)	2004-05		2005-06		2006-07		2007-08		2008-09	
	0%	<30%	0%	<30%	0%	<30%	0%	<30%	0%	<30%
Rayagada										
1.Dukum HS	-	25.00	-	-	-	-	-	-	-	13.79
2.Kerada HS	-	18.18	-	-	-	-	-	27.78	-	-
3.Penikona HS	-	16.13	-	-	-	5.00	-	-	-	-
4.Puttasing GHS	-	18.18	-	-	-	-	-	12.50	-	13.33
5.Budaguda HS	-	-	-	23.81	-	15.79	-	-	-	-
6.Dambasora GHS	-	-	0%	-	-	-	-	-	-	-
7.Dangasil GHS	-	-	0%	-	-	-	-	15.38	-	-
8.Gorakhpur HS	-	-	-	18.18	-	-	-	-	-	-
9.K.maligaon GHS	-	-	-	10.00	0%	-	-	-	-	-
10.Puttasing GHS	-	-	-	16.67	-	18.75	-	-	-	-
11. Puttasing HS	-	-	-	26.09	-	-	-	-	-	-
12.Kumbhikote HS	-	-	-	-	-	19.05	-	13.33	-	14.71
13.Hatamuniguda GHS	-	-	-	-	-	-	-	-	-	26.67
14.Chandrapur GHS	-	-	-	-	-	-	-	-	-	22.22
Nawarangpur										
15.Dhodipani HS	-	26.92	-	-	-	15.38	-	22.22	-	-
16.Manigaon HS	-	28.57	-	21.43	-	23.53	-	23.81	-	25.00
17.Singhsari HS	-	23.08	-	16.67	-	-	-	-	-	-
18.Timanpur HS	0%	-	-	8.33	-	17.65	-	5.00	-	-
19.Badamasigaon HS	-	-	-	18.18	-	-	-	-	-	-
20.Patraput HS	-	-	-	18.18	-	-	-	-	-	-
21.Kodinga HS	-	-	-	-	-	-	-	20.00	-	-
22.Bhimaguda HS	-	-	-	-	-	-	-	-	-	21.05
23.Jodinga GHS	-	-	-	-	-	-	-	-	-	13.64
24.Jamuranda GHS	-	-	-	-	-	-	-	-	-	25.00
Koraput										
25.Digpur HS	-	16.67	-	-	-	-	-	26.47	-	-
26.Hataguda HS	-	15.38	-	22.58	-	-	-	-	-	-
27.S.B. Nuagaon	-	18.52	-	22.22	-	29.17	-	-	-	-
28.Subai GHS	-	25.00	-	-	-	-	-	-	-	25.93
29.Gumuda HS	-	-	-	23.08	-	-	-	-	-	-
30.Gupteswar HS	-	-	-	-	-	-	-	26.32	-	-
31.Thuria HS	-	-	-	-	-	-	-	12.00	-	-
32.Champi HS	-	-	-	-	-	-	-	-	-	9.68
33.Kumbhariput HS	-	-	-	-	-	-	-	-	-	27.59
Malkangiri										
34.Kudumulu gumma GHS	-	12.50	0%	-	-	-	-	-	-	-
35.Mudulipada HS	-	10.00	0%	-	-	11.76	-	-	-	12.50
36.Kaliguda HS	-	-	-	25.00	-	-	-	-	-	-
37.Pansput HS	-	-	0%	-	-	-	-	-	-	-
38.Gampakonda HS	-	-	-	-	-	27.27	-	29.41	-	-
39.Mudulipada GHS	-	-	-	-	-	-	-	-	0%	-
Gajapati										
40.Antaraba GHS	-	28.57	-	22.22	-	-	-	5.26	-	-
41.Dogharia HS	-	-	-	-	-	-	-	19.05	-	-
Mayurbhanj										
42.Bijatola GHS	-	23.08	-	-	-	-	-	-	-	-
43.Badampahad GHS	-	-	-	-	-	-	-	-	-	16.13

ANNEXURE-I

List of low performing schools of SSD Department for 5 Years (2003-04 to 2007-08)

District(High School)	2004	2005	2006	2007	2008
Rayagada					
1.Dukum HS	00.00	25.00	85.71	42.86	55.56
2.Kerada HS	27.27	18.18	91.67	70.00	27.78
3.Pennikona HS	00.00	16.13	30.00	05.00	47.83
4.Dambasora GHS	83.33	42.86	0.00	40.00	64.29
5.Dangasil GHS	25.00	100.00	00.00	100.00	15.38
6.Gorakhpur HS					
7.K.maligaon GHS	28.57	83.33	10.00	0	61.11
8.Puttasing GHS	66.67	18.18	16.17	18.75	12.50
Nawarangpur					
9. Manigam HS	25.00	28.57	21.43	23.53	23.91
10.Timanpur HS	15.38	0.00	8.33	17.65	5.00
11.Bada Dambda	16.67	46.67	31.25	61.11	34.78
12.Kodinga HS	25.71	34.15	33.33	40.00	20.00
13. Nishanhandi HS.	0.00	47.00	30.77	35.71	70.00
Koraput					
14.Digpur HS	11.11	16.67	50.00	43.48	26.47
15.Hataguda HS	88.00	15.38	22.58	32.43	67.86
16.S.B. Nuagaon	25.00	18.52	22.22	29.17	48.15
17.Subai GHS	15.00	25.00	82.61	100	56.00
18. Dasmanthpur HS.	40.00	57.14	55.56	37.50	72.00
19. Podagada HS.	36.36	44.44	58.33	66.67	80.00
Malkangiri					
Mudulipada High school	0.00	10.00	0.00	11.76	40.00
Panasput High School	0.00	50.00	0.00	81.62	81.25
Gampakunda High school	62.50	71.43	63.64	27.27	29.41
20.Kudumulu gumma GHS	33.33	12.50	0	41.67	53.33
Gajapati					
21.Antaraba GHS	28.57	28.57	22.22	36.36	
22.Dogharia HS	11.76	61.54	45.45	64.71	19.05
23.Gumma HS.	00.00	100.00	100.00	100.00	41.67
Baragarh					
24.Chandrapalli	100.00	52.38	00.00	74.07	73.91

Source : ST & SC Development Department.

Kandhmal										
44.Sankarakhole GHS	-	-	-	20.00	-	-	-	-	-	-
45.Badagaon GHS	-	-	-	-	-	13.33	-	-	-	-
46.Belghar HS	-	-	-	-	-	-	-	23.33	-	13.95
Boudh										
47.Mendhimal HS	-	16.13	-	-	-	-	-	-	-	-
48.Gopabandhu HS	-	-	-	-	-	19.05	-	-	-	-
Kalahandi										
49.Gunupur HS	-	9.09	-	-	-	-	-	-	-	-
50.Kuruguda HS	-	16.22	-	-	-	-	-	22.22	-	-
51.Gopalpur HS	-	-	-	-	-	-	-	12.73	-	-
52.Arbapani HS	-	-	-	-	-	-	-	-	-	12.82
53.Gunupur HS	-	-	-	-	-	-	-	-	-	22.22
54.Pustikudi HS	-	-	-	-	-	-	-	-	-	17.46
55.Uahala GHS	-	-	-	-	-	-	-	-	-	5.00
56.Dulkibandha GHS	-	-	-	-	-	-	-	-	-	23.33
Sambalpur										
57.Badamundali HS	-	10.00	-	-	-	-	-	-	-	-
58.Ragba GHS	-	-	-	10.00	-	17.39	-	-	-	-
59.Tangarmunda HS	-	-	-	25.64	-	-	-	-	-	-
Deogarh										
60.Kansar HS	-	19.35	-	-	-	-	-	-	-	-
Baragarh										
61.Chandrapalli	-	-	0%	-	-	-	-	-	-	-
Sundergarh										
62.Alakora HS	-	20.00	-	-	-	-	-	-	-	-
63.Bhalulata HS	-	24.00	-	-	-	-	-	-	-	-
64.Gopana HS	-	-	-	26.00	-	-	-	-	-	-
65.Kumbhajharia GHS	-	-	-	21.05	-	-	-	-	-	-
66.Tangargaon HS	-	-	-	15.00	-	-	-	-	-	-
Jharsuguda										
67.Arda HS	-	20.45	-	-	-	-	-	-	-	-
68.Sodamal HS	-	21.95	-	-	-	-	-	-	-	-
Bolangir										
69.Desil HS	-	-	-	26.32	-	-	-	-	-	-
70.Malpada HS	-	-	-	-	-	-	-	28.07	-	-
Nuapada										
71.Dharambandha HS	-	-	-	-	-	28.26	-	20.29	-	-
Keonjher										
72.Bhagamunda HS	-	-	-	26.83	-	-	-	-	-	-
73.Jagannathpur HS	-	-	-	28.13	-	-	-	-	-	-
Bhadrak										
74.Dahipani HS	-	20.00	-	-	-	-	-	-	-	-
75.Dimiripalli HS	-	-	-	21.05	-	-	-	17.39	-	-

List of low performing schools of SSD Department for 5 Years (2004-05 to2008-09)

Source : ST & SC Development Department.

ANNEXURE-III

List of High schools of SSD Department with percentage of pass during the year 2005

District	Sl. No	High Schools/Girls H.S.	PERCENTAGE OF PASS		
			Total		
			Boys	Girls	Total
1	2	3	4	5	6
CENTRAL ZONE-CUTTACK					
Mayurbhanja	1	B.C. Pur HS	88.89	75.00	87.10
	2	Bahubandha GHS	0.00	100.00	100.00
	3	Basipitha HS	100.00	100.00	100.00
	4	Bijatalla GHS	0.00	23.08	23.08
	5	Bisoi HS	83.64	61.90	77.63
	6	Chandua HS	94.00	75.00	92.59
	7	Hatibari HS	76.00	12.50	60.61
	8	Jamda HS	64.91	85.71	67.19
	9	Kendumundi HS	87.10	100.00	88.24
	10	Kujidihi GHS	0.00	100.00	100.00
	11	Nalagaja HS	92.59	100.00	93.33
	12	Pandupani HS	80.00	33.33	72.22
	13	Rairangpur GHS	0.00	97.14	97.14
	14	Rasgovindapur GHS	0.00	100.00	100.00
	15	Sarat HS	82.76	33.33	91.43
	16	Thakurguda HS	91.30	0.00	91.30
	17	Thakurmunda GHS	0.00	94.74	94.74
		Total	**84.62**	**84.31**	**84.51**
Balasore	18	Banabhuin HS	81.82	0.00	81.82
	19	Kabatghati HS	100.00	100.00	100.00
	20	Tenda GHS	0.00	84.62	84.62
		Total	**93.10**	**85.71**	**90.70**
Kurda	21	Haripur HS	82.35	0.00	82.35
	22	Tapovan HS	94.12	95.00	94.32
		Total	**91.76**	**95.00**	**92.38**
Puri	23	Konark HS	71.15	76.47	73.26
		Total	**71.15**	**76.47**	**73.26**
Cuttack	24	Bisinahakani HS	100.00	100.00	100.00
	25	Madhupur GHS	0.00	55.56	55.56
		Total	**100.00**	**63.64**	**89.74**
Jajpur	26	Chandikhole HS	97.37	100.00	97.92
	27	Gobarghati HS	95.65	100.00	96.43
	28	Kasturiba GHS	0.00	85.00	85.00
	29	Tamaka HS	75.76	87.50	78.05
		Total	**89.33**	**90.70**	**89.78**
Nayagarh	30	Banigochha HS	88.89	100.00	91.67
	31	Dimiripalli HS	44.44	0.00	44.44

	32	Takara HS	55.56	40.00	50.00
		Total	**58.33**	**62.50**	**59.09**
Bhadrak	33	Dahipania HS	39.29	0.00	20.00
		Total	**39.29**	**0.00**	**20.00**
		ZONE – TOTAL	**83.58**	**80.69**	**82.65**
SOUTHERN ZONE, BERHAMPUR					
Ganjam	34	Humma HS	85.71	100.00	87.50
		Total	**85.71**	**100.00**	**87.50**
Gajapati	35	Antarba GHS	0.00	28.57	28.57
	36	Badakalakote HS	42.86	0.00	42.86
	37	Chandragiri GHS	0.00	50.00	50.00
	38	Chhelagada HS	44.44	0.00	40.00
	39	Dogharia HS	54.55	100.00	61.54
	40	Gumma GHS	0.00	80.00	80.00
	41	Koinpur HS	72.73	100.00	80.00
	42	Mohana HS	66.67	0.00	66.67
	43	Ramgiri HS	73.91	100.00	75.00
	44	Rayagada HS	66.67	0.00	66.67
		Total	**63.28**	**58.49**	**61.88**
Phulbani	45	Badagaon GHS	0.00	58.82	58.82
	46	Belghar HS	86.67	0.00	81.25
	47	Boida HS	63.16	75.00	65.22
	48	Daringibadi GHS	0.00	31.58	31.58
	49	Daringibadi HS	96.43	100.00	96.97
	50	Gochhapada HS	70.59	0.00	66.67
	51	Gumma HS	100.00	0.00	100.00
	52	Kotagarh HS	100.00	85.71	94.29
	53	Mondakia HS	100.00	100.00	100.00
	54	Nuagaon HS	77.14	70.00	75.58
	55	Phiringia HS	44.00	53.85	47.37
	56	Raikia GHS	0.00	80.00	80.00
	57	Ranaputuli HS	100.00	0.00	100.00
	58	Sankarakhole GHS	0.00	23.08	23.08
	59	Suruda HS	73.33	50.0	70.59
		Total	**80.00**	**70.00**	**76.31**
Boudh	60	Gopabandhu HS	42.86	100.00	50.00
	61	Mendhimal HS	15.79	16.67	16.13
		Total	**27.27**	**28.57**	**27.66**

Kalahandi	62	Ampani HS	50.00	0.00	50.00
	63	Dumberpader HS	52.94	0.00	52.94
	64	Gopalpur GHS	0.00	66.67	66.67
	65	Gopalpur HS	57.14	50.000	56.52
	66	Gunupur HS	12.50	0.00	9.09
	67	Jaipatna HS	58.33	77.78	63.64
	68	Junagarh GHS	0.00	69.23	69.23
	69	Kuruguda HS	15.38	18.18	16.22
	70	Lanjigarh HS	75.00	83.33	76.47
	71	Madanpur HS	80.95	91.67	84.85
	72	Madhupur HS	100.00	100.00	100.00
	73	Pastikudi HS	100.00	87.50	97.56
		Total	**64.35**	**67.06**	**65.12**
Nuapara	74	Boden HS	100.00	0.00	100.00
	75	Darlipada HS	100.00	100.00	100.00
	76	Dharambandh HS	79.17	100.00	85.29
	77	Sialati HS	91.30	0.00	91.30
		Total	**93.20**	**100.00**	**94.02**
		ZONE – TOTAL	**71.67**	**66.67**	**70.21**
NOTHERN ZONE ,SAMBALPUR					
Sambal pur	78	Ardabahal GHS	0.00	79.17	79.17
	79	Badamundali HS	6.25	25.00	10.00
	80	Bhojpur HS	75.86	53.85	69.05
	81	G.C Pur HS	65.22	83.33	68.97
	82	Garposh GHS	0.00	100.00	100.00
	83	Ragba GHS	0.00	59.09	59.09
	84	Sandhapather HS	33.33	42.86	37.50
	85	Tangarmunda HS	70.37	100.00	78.95
		Total	**55.75**	**71.68**	**63.72**
Baragarh	86	Bijoypalli HS	30.43	44.44	34.38
	87	Charadapalli HS	46.67	66.67	52.38
	88	Nrusinghanath HS	90.00	93.75	91.30
	89	Padmapur GHS	0.00	100.00	100.00
		Total	**60.29**	**84.62**	**70.83**
Deogarh	90	Kanser HS	23.08	0.00	19.35
		Total	**23.08**	**0.00**	**19.35**
Jharsuguda	91	Arda HS	20.00	25.00	20.45
	92	Banjari HS	33.33	50.00	39.47
	93	Sodamal HS	24.14	16.67	39.47
		Total	**24.73**	**33.33**	**26.83**

Bolangir	94	BonaimundaHS	50.0 0	90.00	64.29
	95	Chudapalli HS	47.37	53.85	48.57
	96	Desil HS	75.76	0.00	75.76
	97	Malpada HS	80.00	60.00	77.50
	98	Saintala GHS	0.00	34.62	34.62
	99	Sallebhatta HS(Rampur)	87.50	87.50	87.50
		Total	**64.78**	**56.45**	**62.44**
Sonepur	100	CharbhattaHS	70.00	33.33	56.25
		Total	**70.00**	**33.33**	**56.25**
Sundergarh	101	Alakera hs	28.57	0.00	20.00
	102	B.Sankara GHS	0.00	35.90	35.90
	103	Baragarh GHS	0.00	77.78	77.78
	104	Bhalulata HS	24.24	23.53	24.00
	105	Bedibahal HS	88.89	100.00	89.66
	106	Birakalidihi HS	100.00	100.00	100.00
	107	Chhatenpalli GHS	0.00	83.87	83.87
	108	Dahijira GHS	0.00	89.47	89.47
	109	Dalki HS	78.79	63.64	75.00
	110	Dengula HS	95.83	100.00	96.43
	111	Deokaranpur HS	67.74	0.00	53.85
	112	Fulijher HS	90.91	0.00	90.91
	113	Gopalpur HS	86.49	88.00	87.10
	114	Gopana HS	93.94	100.00	95.00
	115	Gurundia GHS	0.00	100.00	100.00
	116	Jamadhara HS	90.00	0.00	78.26
	117	Khuntagaon GHS	0.00	100.00	100.00
	118	Kumbhajharia GHS	0.00	60.00	60.00
	119	Lahandabud HS	94.74	0.00	94.74
	120	Malidihi HS	46.15	66.67	50.00
	121	Nuagaon GHS	0.00	66.67	66.67
	122	Tangargaon HS	100.00	100.00	100.00
	123	Tudalaga GHS	0.00	100.00	100.00
		EMRS,Bhawanipur	100.00	96.00	97.96
		Total	**78.65**	**72.45**	**75.58**
Dhenkanal	124	Damsal HS	88.46	83.33	86.84
	125	Kantola HS	100.00	100.00	100.00
	126	Kapilash GHS	0.00	100.00	100.00
	127	Tariniposhi HS	61.11	0.00	61.11
		Total	**32.46**	**95.56**	**88.24**
Anugul	128	Derenga HS	100.00	100.00	100
	129	Malayagiri HS	87.50	0.00	87.50
	130	Phulamba HS	93.10	85.71	91.67
		Total	**93.06**	**92.31**	**92.94**
Keonjher	131	Basantapur HS	35.00	0.00	30.43
	132	Basudevpur GHS	0.00	75.00	75.00
	133	BaxibarigaonHS	83.87	28.57	73.68

	134	Bhagamunda HS	91.67	71.43	87.10
	135	Chilida GHS	0.00	88.89	88.89
	136	Gonasika HS	54.55	100.00	58.33
	137	Jagannathpur HS	76.19	100.00	80.00
	138	Jodipada HS	70.59	80.00	72.73
	139	Kadakala HS	100.00	0.00	100.00
	140	Matkambada HS	94.12	0.00	76.19
	141	Naranpur HS	93.10	100.00	94.74
	142	Nisagadia GHS	0.00	100.00	100.00
	143	Raidiha GHS	0.00	100.00	100.00
	144	Raisuan HS	91.18	66.67	89.19
	145	Suakati GHS	0.00	47.37	47.37
	146	Suakati HS	92.86	71.43	88.57
	147	Trilochanpur HS	75.00	100.00	77.42
		Total	81.68	75.18	79.51
ZONE – TOTAL			70.19	71.79	70.83
KORAPUT ZONE , KORAPUT					
Malkangiri	148	Gampakonda HS	83.33	0.00	71.43
	149	Govindapalli HS	77.27	80.00	77.78
	150	Kaliguda HS	100.00	0.00	100.00
	151	Kalimela GHS	0.00	57.14	57.14
	152	Kudumulugumma GHS	0.00	12.50	12.50
	153	Mahupader HS	90.00	0.00	90.00
	154	Mudulipada HS	11.11	0.00	10.00
	155	Padmagiri HS	100.00	100.00	100.00
	156	Panasput HS	50.00	0.00	50.00
	157	Podia HS	81.25	50.00	75.00
	158	Satiguda GHS	0.00	88.89	88.89
		Total	**76.25**	**57.89**	**70.34**
Rayagada	159	Ambadolla HS	78.26	100.00	84.38
	160	Banakili HS	72.73	100.00	75.00
	161	Bilesu HS	50.00	100.00	52.63
	162	Budaguda HS	100.00	100.00	100.00
	163	Dambasora GHS	0.00	42.86	42.86
	164	Dangasil GHS	0.00	100.00	100.00
	165	Dangasorada HS	52.94	0.00	52.94
	166	Dukum HS	27.27	0.00	25.00
	167	Gorakhpur HS	35.71	50.00	36.96
	168	K.Maligaon GHS	0.00	83.33	83.33
	169	Kailashpur HS	68.42	100.00	72.73
	170	Kerada HS	10.00	100.00	18.18
	171	Khedapada HS	91.67	50.00	85.71
	172	Kujendri HS	75.00	66.67	74.19
	173	Kumbhikote HS	90.91	100.00	91.67
	174	Muniguda GHS	0.00	94.44	94.44
	175	Penikona HS	15.38	20.00	16.13
	176	Puttasingh GHS	0.00	18.18	18.18
	177	Puttasingh HS	68.97	0.00	68.97
	178	Raivalkona HS	69.23	0.00	69.23
	179	Robadi GHS	0.00	100.00	100.00

		EMRS,Siriguda	76.19	37.50	55.56
		Total	**59.48**	**64.55**	**60.82**
Nawarangpur	180	Bada Ambeda HS	42.86	100.00	46.67
	181	Bada Bharandi HS	91.67	75.00	87.50
	182	Badamasigaon HS	50.00	0.00	50.00
	183	Belgaon HS	78.95	100.00	80.95
	184	Bhamini HS	80.00	40.00	73.33
	185	Bikrampur HS	40.00	0.00	40.00
	186	Dabugaon GHS	0.00	63.64	63.64
	187	Dhodipani HS	25.00	50.00	26.92
	188	Kodinga HS	38.46	26.67	34.15
	189	Manigam HS	28.57	0.00	28.57
	190	NishanhandiHS	50.00	0.00	47.06
	191	Patraput HS	35.71	33.33	35.29
	192	Raighar HS	54.84	61.11	57.14
	193	Singhsari HS	20.00	33.33	23.08
	194	Timanpur HS	0.00	0.00	0.00
		Total	**48.07**	**49.25**	**48.33**
Koraput	195	Balda GHS	0.00	92.31	92.31
	196	Balipeta HS	65.22	0.00	65.22
	197	Baminiput HS	70.00	75.00	71.43
	198	Burja HS	46.67	66.67	50.00
	199	Champi HS	93.33	100.00	93.75
	200	Dasmantpur HS	61.54	0.00	57.14
	201	Deoghati HS	90.91	0.00	90.91
	202	Digpur HS	16.67	0.00	16.67
	203	Girla HS	43.48	0.00	41.67
	204	Gumuda HS	33.33	50.00	35.71
	205	Gupteswara HS	63.64	66.67	64.29
	206	Haridaput GHS	0.00	75.00	75.00
	207	Hataguda HS	20.00	0.00	15.38
	208	Kumbhariput HS	100.00	50.00	93.75
	209	Lima HS	69.23	100.00	76.47
	210	Neela badi GHS	0.00	68.75	68.75
	211	Panchada HS	90.00	0.00	90.00
	212	Podagada GHS	0.00	44.44	44.44
	213	Pottangi GHS	0.00	87.50	87.50
	214	S.B Nuagaon HS	23.81	0.00	18.52
	215	Subai GHS	0.00	25.00	25.00
	216	Sunabeda HS	53.85	60.87	56.00
	217	Thuria HS	33.33	0.00	30.00
		EMRS,Punger			
		Total	51.06	51.30	51.13
ZONE – TOTAL			56.53	56.64	56.56
GRAND- TOTAL			69.59	69.62	69.60

Source : ST & SC Development Department.

ANNEXURE-III(B)

List of High schools of SSD Department with percentage of pass during the year 2006

District	Sl. No	High Schools/Girls H.S.	PERCENTAGE OF PASS		
			Total		
			Boys	Girls	Total
1	2	3	4	5	6
CENTRAL ZONE-CUTTACK					
Mayurbhanja	1	B.C. Pur HS	100.00	71.43	93.10
	2	Bahubandha GHS	0.00	90.00	90.00
	3	Basipitha HS	100.00	71.43	100.00
	4	Bijatalla GHS	0.00	80.00	80.00
	5	Bisoi HS	96.05	0.00	96.05
	6	Chandua HS	82.76	50.00	86.65
	7	Hatibari HS	87.50	50.00	80.00
	8	Jamda HS	100.00	100.00	100.00
	9	Kendumundi HS	72.50	50.00	71.43
	10	Kujidihi GHS	0.00	100.00	100.00
	11	Nalagaja HS	96.88	80.00	94.59
	12	Pandupani HS	100.00	100.00	100.00
	13	Rairangpur GHS	0.00	93.18	93.18
	14	Rasgovindapur GHS	0.00	91.67	91.67
	15	Sarat HS	100.00	75.00	96.55
	16	Thakurguda HS	56.52	100.00	58.33
	17	Thakurmunda GHS	0.00	96.15	96.15
		EMRS,Dhanghera	**76.00**	**71.43**	**73.58**
		Total	**90.21**	**86.92**	**89.05**
Balasore	18	Banabhuin HS	80.00	0.00	72.73
	19	Kabatghati HS	61.54	0.00	61.54
	20	Tenda GHS	0.00	69.23	69.23
		Total	**69.57**	**64.29**	**67.57**
Kurda	21	Haripur HS	88.24	0.00	88.24
	22	Tapovan HS	80.28	70.00	78.02
		Total	**81.82**	**70.00**	**79.63**
Puri	23	Konark HS	49.21	53.57	50.55
		Total	**49.21**	**53.57**	**50.55**
Cuttack	24	Bisinahakani HS	100.00	100.00	100.00
	25	Madhupur GHS	0.00	71.43	71.43
		Total	**100.00**	**73.91**	**86.05**
Jajpur	26	Chandikhole HS	85.00	100.00	88.24
	27	Gobarghati HS	100.00	85.71	96.30
	28	Kasturiba GHS	0.00	62.50	62.50
	29	Tamaka HS	96.67	100.00	97.30
		Total	**92.22**	**79.59**	**87.77**

Nayagarh	30	Banigochha HS	75.00	40.00	64.71
	31	Dimiripalli HS	17.65	50.00	21.05
	32	Takara HS	78.57	50.00	75.00
		Total	**53.49**	**44.44**	**51.92**
Bhadrak	33	Dahipania HS	59.09	37.50	50.00
		Total	**59.09**	**37.50**	**50.00**
ZONE – TOTAL			**82.99**	**78.28**	**81.42**
SOUTHERN ZONE, BERHAMPUR					
Ganjam	34	Humma HS	76.92	75.00	71.88
		Total	**76.92**	**75.00**	**71.88**
Gajapati	35	Antarba GHS	0.00	22.22	22.22
	36	Badakalakote HS	55.56	0.00	55.56
	37	Chandragiri GHS	0.00	62.50	62.50
	38	Chhelagada HS	61.11	50.00	60.00
	39	Dogharia HS	45.45	0.00	45.45
	40	Gumma GHS	0.00	62.50	62.50
	41	Koinpur HS	66.67	60.00	64.71
	42	Mohana HS	62.22	0.00	62.22
	43	Ramgiri HS	59.26	41.67	53.85
	44	Rayagada HS	47.37	0.00	42.86
		EMRS,Chandragiri	**88.89**	**88.89**	**88.89**
		Total	**61.64**	**54.93**	**59.57**
Phulbani	45	Badagaon GHS	0.00	50.00	50.00
	46	Belghar HS	83.33	33.33	66.67
	47	Boida HS	85.71	100.00	86.36
	48	Daringibadi GHS	0.00	72.73	72.73
	49	Daringibadi HS	90.63	100.00	91.89
	50	Gochhapada HS	83.33	0.00	78.95
	51	Gumma HS	100.00	0.00	100.00
	52	Kotagarh HS	100.00	88.89	96.77
	53	Mondakia HS	71.43	100.00	73.33
	54	Nuagaon HS	90.91	92.31	91.30
	55	Phiringia HS	38.10	85.71	57.14
	56	Raikia GHS	0.00	60.00	60.00
	57	Ranaputuli HS	100.00	50.00	85.71
	58	Sankarakhole GHS	0.00	20.00	20.00
	59	Suruda HS	63.16	66.67	64.00
		EMRS,Mahasinghi	**100.00**	**100.00**	**100.00**
		Total	**82.55**	**70.16**	**77.98**
Boudh	60	Gopabandhu HS	71.43	0.00	58.82
	61	Mendhimal HS	38.46	0.00	31.25
		Total	**55.56**	**0.00**	**45.45**
Kalahandi	62	Ampani HS	45.45	0.00	45.45
	63	Dumberpader HS	100.00	0.00	100.00
	64	Gopalpur GHS	0.00	100.00	100.00

	65	Gopalpur HS	97.14	80.00	95.00
	66	Gunupur HS	96.43	100.00	96.67
	67	Jaipatna HS	60.71	33.33	55.88
	68	Junagarh GHS	0.00	62.50	62.50
	69	Kuruguda HS	76.00	100.00	83.78
	70	Lanjigarh HS	83.33	100.00	83.78
	71	Madanpur HS	76.00	77.78	76.47
	72	Madhupur HS	100.00	40.00	88.89
	73	Pastikudi HS	66.67	73.68	69.09
		Total	**79.70**	**76.00**	**78.71**
Nuapara	74	Boden HS	96.43	0.00	96.43
	75	Darlipada HS	88.89	80.00	86.49
	76	Dharambandh HS	27.78	42.86	32.00
	77	Sialati HS	85.71	50.00	82.61
		Total	**70.54**	**57.69**	**68.12**
ZONE – TOTAL			**74.72**	**66.07**	**72.19**
NOTHERN ZONE ,SAMBALPUR					
Sambal pur	78	Ardabahal GHS	0.00	60.00	60.00
	79	Badamundali HS	53.85	0.00	38.89
	80	Bhojpur HS	71.05	14.29	62.22
	81	G.C Pur HS	82.76	100.00	86.84
	82	Garposh GHS	0.00	57.14	57.14
	83	Ragba GHS	0.00	10.00	10.00
	84	Sandhapather HS	50.00	62.50	53.33
	85	Tangarmunda HS	16.00	42.86	25.64
		Total	**57.48**	**49.49**	**53.98**
Baragarh	86	Bijoypalli HS	34.29	44.44	37.74
	87	Charadapalli HS	0.00	0.00	0.00
	88	Nrusinghanath HS	83.33	100.00	85.71
	89	Padmapur GHS	0.00	63.16	63.16
		Total	**41.56**	**58.54**	**47.46**
Deogarh	90	Kanser HS	57.69	50.00	57.14
		Total	**57.69**	**50.00**	**57.14**
Jharsuguda	91	Arda HS	70.37	38.46	60.00
	92	Banjari HS	41.94	10.00	34.15
	93	Sodamal HS	55.56	19.05	39.58
		Total	**55.29**	**22.73**	**44.19**
Bolangir	94	BonaimundaHS	61.11	65.00	63.16
	95	Chudapalli HS	34.88	29.41	33.33
	96	Desil HS	32.26	0.00	26.32
	97	Malpada HS	68.97	57.14	65.12
	98	Saintala GHS	0.00	60.71	60.71
	99	Sallebhatta HS(Rampur)	94.74	100.00	96.67
		Total	**52.86**	**55.67**	**54.01**
Sonepur	100	CharbhattaHS	55.00	28.57	48.15
		Total	**55.00**	**28.57**	**48.15**

Sundergarh	101	Alakera hs	95.45	100.00	95.83
	102	B.Sankara GHS	0.00	63.83	63.83
	103	Baragarh GHS	0.00	84.62	84.62
	104	Bhalulata HS	67.74	52.94	62.50
	105	Bedibahal HS	40.00	0.00	33.33
	106	Birakalidihi HS	100.00	100.00	100.00
	107	Chhatenpalli GHS	0.00	70.59	70.59
	108	Dahijira GHS	0.00	33.33	33.33
	109	Dalki HS	72.73	66.67	70.97
	110	Dengula HS	59.09	16.67	50.00
	111	Deokaranpur HS	65.22	57.14	63.33
	112	Fulijher HS	92.86	100.0	94.12
	113	Gopalpur HS	94.12	56.52	78.95
	114	Gopana HS	24.32	30.77	26.00
	115	Gurundia GHS	0.00	93.33	93.33
	116	Jamadhara HS	61.11	25.00	54.55
	117	Khuntagaon GHS	0.00	91.30	91.30
	118	Kumbhajharia GHS	0.00	21.05	21.05
	119	Lahandabud HS	81.82	100.00	85.19
	120	Malidihi HS	57.14	0.00	57.14
	121	Nuagaon GHS	0.00	93.10	93.10
	122	Tangargaon HS	17.65	0.00	15.00
	123	Tudalaga GHS	0.00	94.74	94.74
		EMRS,Bhawanipur	100.00	100.00	100.00
		Total	**67.84**	**66.49**	**67.16**
Dhenkanal	124	Damsal HS	86.36	100.00	91.43
	125	Kantola HS	88.89	92.31	90.91
	126	Kapilash GHS	0.00	77.27	77.27
	127	Tariniposhi HS	83.33	100.00	85.71
		Total	**85.71**	**88.24**	**87.00**
Anugul	128	Derenga HS	48.72	30.00	44.90
	129	Malayagiri HS	100.00	100.00	100.00
	130	Phulamba HS	90.00	100.00	91.67
		Total	**70.67**	**53.33**	**67.78**
Keonjher	131	Basantapur HS	75.00	0.00	69.23
	132	Basudevpur GHS	0.00	73.33	73.33
	133	BaxibarigaonHS	76.92	60.00	74.19
	134	Bhagamunda HS	30.30	12.50	26.83
	135	Chilida GHS	0.00	100.00	100.00
	136	Gonasika HS	100.00	0.00	100.00
	137	Jagannathpur HS	30.77	16.67	28.13
	138	Jodipada HS	70.37	0.00	57.58
	139	Kadakala HS	93.75	0.00	88.24
	140	Matkambada HS	58.33	20.00	51.72
	141	Naranpur HS	100.00	77.78	93.55
	142	Nisagadia GHS	0.00	100.00	100.00
	143	Raidiha GHS	0.00	100.00	100.00
	144	Raisuan HS	81.82	80.00	81.48

	145	Suakati GHS	0.00	94.44	94.44
	146	Suakati HS	105.26	87.50	10.00
	147	Trilochanpur HS	86.96	66.67	84.62
		EMRS,Ranki	70.37	33.33	51.85
		Total	**71.67**	**66.87**	**69.96**
ZONE – TOTAL			**64.03**	**61.64**	**63.04**
KORAPUT ZONE , KORAPUT					
Malkangiri	148	Gampakonda HS	55.56	100.00	63.64
	149	Govindapalli HS	48.15	66.67	51.52
	150	Kaliguda HS	16.67	50.00	25.00
	151	Kalimela GHS	0.00	100.00	100.00
	152	Kudumulugumma GHS	0.00	0.00	0.00
	153	Mahupader HS	100.00	0.00	100.00
	154	Mudulipada HS	0.00	0.00	0.00
	155	Padmagiri HS	92.86	50.00	87.50
	156	Panasput HS	0.00	0.00	0.00
	157	Podia HS	40.00	33.33	38.10
	158	Satiguda GHS	0.00	90.91	90.91
		Total	**57.74**	**55.32**	**54.93**
Rayagada	159	Ambadolla HS	62.16	66.67	63.79
	160	Banakili HS	88.24	0.00	83.33
	161	Bilesu HS	73.33	0.00	68.75
	162	Budaguda HS	17.65	50.00	23.81
	163	Dambasora GHS	0.00	0.00	0.00
	164	Dangasil GHS	0.00	0.00	0.00
	165	Dangasorada HS	47.62	33.33	45.83
	166	Dukum HS	85.71	0.00	85.71
	167	Gorakhpur HS	11.76	40.00	18.18
	168	K.Maligaon GHS	0.00	10.00	10.00
	169	Kailashpur HS	62.50	62.50	62.50
	170	Kerada HS	91.67	0.00	91.67
	171	Khedapada HS	64.71	33.33	60.00
	172	Kujendri HS	63.64	75.00	65.38
	173	Kumbhikote HS	46.15	0.00	40.00
	174	Muniguda GHS	0.00	50.00	50.00
	175	Penikona HS	26.92	50.00	30.00
	176	Puttasingh GHS	0.00	16.67	16.67
	177	Puttasingh HS	28.57	0.00	26.09
	178	Raivalkona HS	56.25	33.33	52.63
	179	Robadi GHS	0.00	100.00	100.00
		EMRS,Siriguda	91.67	0.00	32.35
		Total	**54.42**	**33.80**	**47.71**
Nawarangpur	180	Bada Ambeda HS	35.71	0.00	31.25
	181	Bada Bharandi HS	47.83	0.00	42.31
	182	Badamasigaon HS	18.18	0.00	18.18
	183	Belgaon HS	77.78	100.00	78.95
	184	Bhamini HS	53.85	75.00	56.67
	185	Bikrampur HS	50.00	0.00	50.00
	186	Dabugaon GHS	0.00	63.64	63.64

	187	Dhodipani HS	50.00	28.57	44.83
	188	Kodinga HS	39.29	18.18	33.33
	189	Manigam HS	21.43	0.00	21.43
	190	NishanhandiHS	30.77	0.00	30.77
	191	Patraput HS	18.18	0.00	18.18
	192	Raighar HS	58.54	47.83	54.69
	193	Singhsari HS	25.00	0.00	16.67
	194	Timanpur HS	11.11	0.00	8.33
		EMRS,Hirli	**50.00**	**66.67**	**57.14**
		Total	**44.40**	**43.68**	**44.23**
Koraput	195	Balda GHS	0.00	66.67	66.67
	196	Balipeta HS	93.75	66.67	89.47
	197	Baminiput HS	72.22	0.00	72.22
	198	Burja HS	52.17	100.00	56.00
	199	Champi HS	46.15	16.67	36.84
	200	Dasmantpur HS	58.82	0.00	55.56
	201	Deoghati HS	77.78	0.00	77.78
	202	Digpur HS	42.86	60.00	50.00
	203	Girla HS	52.00	25.00	48.28
	204	Gumuda HS	27.27	0.00	23.08
	205	Gupteswara HS	66.67	100.00	71.43
	206	Haridaput GHS	0.00	61.54	61.54
	207	Hataguda HS	21.43	33.33	22.58
	208	Kumbhariput HS	86.36	100.00	86.96
	209	Lima HS	50.00	16.67	39.89
	210	Neela badi GHS	0.00	100.00	100.00
	211	Panchada HS	58.82	33.33	55.00
	212	Podagada GHS	0.00	58.33	58.33
	213	Pottangi GHS	0.00	90.00	90.00
	214	S.B Nuagaon HS	28.57	0.00	22.22
	215	Subai GHS	0.00	82.61	82.61
	216	Sunabeda HS	60.98	30.00	50.82
	217	Thuria HS	100.00	100.00	100.00
		EMRS,Punger	82.61	80.00	81.40
		Total	**59.52**	**60.71**	**59.92**
ZONE – TOTAL			**53.44**	**48.20**	**51.82**
GRAND- TOTAL			**67.44**	**62.66**	**65.77**

Source : ST & SC Development Department.

ANNEXURE-III(C)

List of High schools of SSD Department with percentage of pass during the year 2007

District	Sl. No	High Schools/Girls H.S.	PERCENTAGE OF PASS		
			Total		
			Boys	Girls	Total
1	2	3	4	5	6
CENTRAL ZONE-CUTTACK					
Mayurbhanja	1	B.C. Pur HS	84.00	100.00	85.71
	2	Bahubandha GHS	0.00	73.08	73.08
	3	Basipitha HS	100.00	100.00	100.00
	4	Bijatalla GHS	0.00	85.71	85.71
	5	Bisoi HS	80.56	77.78	80.00
	6	Chandua HS	100,00	100.00	100.00
	7	Hatibari HS	96.67	0.00	80.56
	8	Jamda HS	75.93	50.00	69.44
	9	Kendumundi HS	74.19	33.33	70.59
	10	Kujidihi GHS	0,00	100.00	100.00
	11	Nalagaja HS	100.00	100.00	100.00
	12	Pandupani HS	100.00	88.89	96.49
	13	Rairangpur GHS	0.00	87.88	87.58
	14	Rasgovindapur GHS	0.00	100.00	100.00
	15	Sarat HS	100.00	100.00	100.00
	16	Thakurguda HS	50.00	0.00	50.00
	17	Thakurmunda GHS	0.00	100.00	100.00
		EMRS,Dhanghera	**96.15**	**96.43**	**96.30**
		Total	**87.99**	**86.09**	**87.27**
Balasore	18	Banabhuin HS	82.35	0.00	82.35
	19	Kabatghati HS	95.00	100.00	95.24
	20	Tenda GHS	0.00	50.00	50.00
		Total	**89.19**	**52.94**	77.78
Khurda	21	Haripur HS	94.44	0.00	94.44
	22	Tapovan HS	94.55	95.45	94.81
		Total	**94.52**	**95.45**	**94.70**
Puri	23	Konark HS	48.98	69.70	57.32
		Total	**48.98**	**69.70**	**57.32**
Cuttack	24	Bisinahakani HS	88.46	87.50	88.24
	25	Madhupur GHS	0.00	81.25	81.25
		Total	**88.46**	**83.33**	**86.00**
Jajpur	26	Chandikhole HS	86.79	80.00	85/71
	27	Gobarghati HS	81.48	66.67	77.78
	28	Kasturiba GHS	0.00	100.00	100.00
	29	Tamaka HS	100.00	100.00	100.00
		Total	**89.74**	**88.10**	**89.31**

Nayagarh	30	Banigochha HS	83.74	100.00	94.44
	31	Dimiripalli HS	37.50	0.00	30.00
	32	Takara HS	80.00	50.00	73.08
		Total	**71.15**	**41.67**	**65.63**
Bhadrak	33	Dahipania HS	57.89	38.89	48.05
		Total	**57.89**	**80.88**	**48.05**
ZONE – TOTAL			**84.74**	**48.05**	**83.39**
SOUTHERN ZONE, BERHAMPUR					
Ganjam	34	Humma HS	70.37	75.00	70.97
		Total	**70.37**	**75.00**	**70.97**
Gajapati	35	Antarba GHS	0.00	36.36	36.36
	36	Badakalakote HS	77.78	0.00	77.78
	37	Chandragiri GHS	0.00	85.71	85.71
	38	Chhelagada HS	47.83	0.00	44.00
	39	Dogharia HS	64.71	0.00	64.71
	40	Gumma GHS	0.00	66.67	66.67
	41	Koinpur HS	78.57	33.33	65.00
	42	Mohana HS	79.49	0.00	79.49
	43	Ramgiri HS	100.00	100.00	100.00
	44	Rayagada HS	56.52	0.00	54.17
		EMRS Chandragiri	**100.00**	**100.00**	**100.00**
		Total	76.76	65.63	73.90
Phulbani	45	Badagaon GHS	0.00	13.33	13.33
	46	Belghar HS	75.00	0.00	66.67
	47	Boida HS	81.82	83.00	82.35
	48	Daringibadi GHS	0.00	100.00	100.000
	49	Daringibadi HS	57.58	100.00	65.85
	50	Gochhapada HS	41.00	25.00	41.38
	51	Gumma HS	100.00	100.00	100.00
	52	Kotagarh HS	100.00	100.00	100.00
	53	Mondakia HS	1000.00	50.00	92.86
	54	Nuagaon HS	64.58	75.00	67.65
	55	Phiringia HS	64.00	71.43	65.63
	56	Raikia GHS	0.00	64.71	64.71
	57	Ranaputuli HS	55.56	50.00	54.55
	58	Sankarakhole GHS	0.00	82.35	82.35
	59	Suruda HS	58.82	33.33	**55.00**
		EMRS, Mahasinghi	**80.00**	**52.94**	67.57
		Total	70.27	67.55	69.31

Boudh	60	Gopabandhu HS	27.27	10.00	19.05
	61	Mendhimal HS	60.00	100.00	66.67
		Total	**42.86**	**25.00**	**36.36**
Kalahandi	62	Ampani HS	64.00	0.00	64.00
	63	Dumberpader HS	93.75	100.00	94.12
	64	Gopalpur GHS	0.00	96.30	96.30
	65	Gopalpur HS	97.62	100.00	97.73
	66	Gunupur HS	93.94	80.00	92.11
	67	Jaipatna HS	100.00	80.00	97.22
	68	Junagarh GHS	0.00	96.15	96.15
	69	Kuruguda HS	100.00	100.00	100.00
	70	Lanjigarh HS	81.82	57.14	75.86
	71	Madanpur HS	74.36	77.78	75.00
	72	Madhupur HS	88.24	100.00	89.47
	73	Pastikudi HS	85.37	70.00	82.35
		Total	**88.18**	**88.35**	**88.22**
Nuapara	74	Boden HS	100.00	0.00	100.00
	75	Darlipada HS	96.55	100.00	97.06
	76	Dharambandh HS	39.13	17.39	28.26
	77	Sialati HS	100.00	100.00	100.00
		Total	**86.36**	**45.71**	**76.55**
ZONE – TOTAL			**78.84**	**69.70**	**76.21**
NOTHERN ZONE ,SAMBALPUR					
Sambalpur	78	Ardabahal GHS	0.00	72.73	72.72
	79	Badamundali HS	80.95	0.00	73.91
	80	Bhojpur HS	71.88	75.00	72.22
	81	G.C Pur HS	96.00	90.00	94.29
	82	Garposh GHS	0.00	78.57	78.57
	83	Ragba GHS	0.00	17.39	17.39
	84	Sandhapather HS	57.89	76.47	66.67
	85	Tangarmunda HS	72.41	78.57	74.42
		Total	**76.19**	**65.00**	**70.73**
Baragarh	86	Bijoypalli HS	37.50	40.00	38.46
	87	Charadapalli HS	77.27	60.00	74.07
	88	Nrusinghanath HS	100.00	84.62	92.94
	89	Padmapur GHS	0.00	88.89	88.89
		Total	**74.14**	**73.91**	**74.04**
Deogarh	90	Kanser HS	72.22	50.00	70..00
		Total	**72.22**	**50.00**	**70.00**
Jharsuguda	91	Arda HS	86.21	88.85	87.23
	92	Banjari HS	69.23	46.15	61.54
	93	Sodamal HS	86.67	87.50	86.96
		Total	**81.18**	**76.60**	**79.55**

Bolangir	94	BonaimundaHS	100.00	100.00	100.00
	95	Chudapalli HS	93.18	100.00	94.92
	96	Desil HS	95.83	100.00	96.43
	97	Malpada HS	67.57	40.00	61.70
	98	Saintala GHS	0.00	80.95	80.95
	99	Sallebhatta HS(Rampur)	63.64	66.67	64.29
		Total	**84.71**	**81.82**	**83.86**
Sonepur	100	CharbhattaHS	69.23	62.50	67.65
		Total	**69.23**	**62.50**	**67.65**
Sundergarh	101	Alakera hs	100.00	100.00	100.00
	102	B.Sankara GHS	0.00	100.00	100.00
	103	Baragarh GHS	0.00	100.00	100.00
	104	Bhalulata HS	87.88	80.00	86.05
	105	Bedibahal HS	91.67	70.00	86.96
	106	Birakalidihi HS	100.00	100.00	100.00
	107	Chhatenpalli GHS	0.00	100.00	100.00
	108	Dahijira GHS	0.00	100.00	100.00
	109	Dalki HS	100.00	80.00	96.30
	110	Dengula HS	50.00	33.33	48.00
	111	Deokaranpur HS	100.00	100.00	100.00
	112	Fulijher HS	100.00	0.00	100.00
	113	Gopalpur HS	75.00	59.38	67.65
	114	Gopana HS	66.67	81.82	71.43
	115	Gurundia GHS	0.00	66.67	66.67
	116	Jamadhara HS	77.78	100.00	81.82
	117	Khuntagaon GHS	0.00	100.00	100.00
	118	Kumbhajharia GHS	0.00	85.00	85.00
	119	Lahandabud HS	100.00	100.00	100.00
	120	Malidihi HS	58.33	0.00	58.33
	121	Nuagaon GHS	0.00	100.00	100.00
	122	Tangargaon HS	38.46	0.00	35.71
	123	Tudalaga GHS	0.00	80.77	80.77
		EMRS,Bhawanipur	100.00	87.50	93.48
		EMRS, Lahunipada	**95.45**	**87.50**	**91.30**
		EMRS, Laing	86.36	92.00	89.36
		Total	84.31	88.40	86.35
Dhenkanal	124	Damsal HS	95.12	100.00	96.43
	125	Kantola HS	100.00	92.31	94.12
	126	Kapilash GHS	0.00	100.00	100.00
	127	Tariniposhi HS	71.43	100.00	73.91
		Total	**87.88**	**98.25**	**92.68**
Anugul	128	Derenga HS	78.95	100.00	83.33
	129	Malayagiri HS	100.00	50.00	95.83
	130	Phulamba HS	86.96	75.00	83.87
		Total	**86.75**	**85.00**	**86.41**
Keonjher	131	Basantapur HS	60.00	50.00	58.33
	132	Basudevpur GHS	0.00	66.67	66.67

	133	BaxibarigaonHS	73.91	44.44	65.63
	134	Bhagamunda HS	81.82	40.00	68.75
	135	Chilida GHS	0.00	100.00	100.00
	136	Gonasika HS	100.00	100.00	100.00
	137	Jagannathpur HS	59.09	0.00	46.43
	138	Jodipada HS	60.00	0.00	48.00
	139	Kadakala HS	100.00	0.00	100.00
	140	Matkambada HS	46.43	.0.00	46.43
	141	Naranpur HS	96.30	92.86	95.12
	142	Nisagadia GHS	0.00	54.55	54.55
	143	Raidiha GHS	0.00	94.44	94.44
	144	Raisuan HS.	48.00	50.00	48.28
	145	Suakati GHS	0.00	100.00	100.00
	146	Suakati HS	56.52	60.00	57.14
	147	Trilochanpur HS	70.00	75.00	71.43
		EMRS, Ranki	80.77	76.19	78.72
		Total	70.22	70.62	70.38
		ZONE – TOTAL	79.83	80.59	80.15
KORAPUT ZONE , KORAPUT					
Malkangiri	148	Gampakonda HS	37.50	0.00	27.27
	149	Govindapalli HS	70.37	42.86	64.71
	150	Kaliguda HS	57.14	66.67	60.00
	151	Kalimela GHS	0.00	66.67	66.67
	152	Kudumulugumma GHS	0.00	41.67	41.67
	153	Mahupader HS	100.00	100.00	100.00
	154	Mudulipada HS	11.76	0.00	11.76
	155	Padmagiri HS	76.47	66.67	75.00
	156	Panasput HS	777.78	100.00	81.82
	157	Podia HS	60.00	0.00	60.00
	158	Satiguda GHS	0.00	66.67	66.67
		Total	**60.83**	**58.62**	**60.11**
Rayagada	159	Ambadolla HS	60.98	47.83	56.25
	160	Banakili HS	38.46	0.00	35.71
	161	Bilesu HS	33.33	0.00	31.58
	162	Budaguda HS	11.76	50.00	15.79
	163	Dambasora GHS	0.00	40.00	40.00
	164	Dangasil GHS	0.00	100.00	100.00
	165	Dangasorada HS	72.00	0.00	72.00
	166	Dukum HS	42.86	42.86	42.86
	167	Gorakhpur HS	92.31	83.33	89.47
	168	K.Maligaon GHS	0.00	0.00	0.00
	169	Kailashpur HS	60.87	0.00	60.87
	170	Kerada HS	70.00	0.00	70.00
	171	Khedapada HS	71.43	0.00	71.43
	172	Kujendri HS	96.30	50.00	93.10
	173	Kumbhikote HS	16.67	33.30	19.05
	174	Muniguda GHS	0.00	81.82	81.82
	175	Penikona HS	5.26	0.00	5.00
	176	Puttasingh GHS	0.00	18.75	18.75
	177	Puttasingh HS	46.43	0.00	39.39

	178	Raivalkona HS	53.33	0.00	50.00
	179	Robadi GHS	0.00	100.00	100.00
		EMRS,Siriguda	88.89	37.50	73.08
		Total	**54.95**	**45.67**	**52.27**
Nawarangpur	180	Bada Ambeda HS	50.00	0.00	61.11
	181	Bada Bharandi HS	75.00	66.67	73.68
	182	Badamasigaon HS	37.50	0.00	37.50
	183	Belgaon HS	41.67	0.00	40.00
	184	Bhamini HS	47.83	50.00	48.00
	185	Bikrampur HS	80.00	0.00	80.00
	186	Dabugaon GHS	0.00	58.82	58.82
	187	Dhodipani HS	11.11	66.67	15.38
	188	Kodinga HS	42.50	35.00	40.00
	189	Manigam HS	23.53	0.00	23.53
	190	NishanhandiHS	41.67	0.00	35.71
	191	Patraput HS	34.78	25.00	33.33
	192	Raighar HS	60.00	76.00	66.15
	193	Singhsari HS	75.00	0.00	75.00
	194	Timanpur HS	21.43	0.00	17.65
		EMRS,Hirli	**100.00**	**53.33**	**77.42**
		Total	**45.13**	**54.74**	**47.39**
Koraput	195	Balda GHS	0.00	63.64	63.64
	196	Balipeta HS	80.00	0.00	80.00
	197	Baminiput HS	76.47	33.33	70.00
	198	Burja HS	50.00	40.00	47.83
	199	Champi HS	38.10	20.00	34.62
	200	Dasmantpur HS	36.84	40.00	37.50
	201	Deoghati HS	100.00	0.00	100.00
	202	Digpur HS	40.00	50.00	43.48
	203	Girla HS	38.10	50.00	40.74
	204	Gumuda HS	44.44	0.00	40.00
	205	Gupteswara HS	71.43	0.00	58.82
	206	Haridaput GHS	0.00	61.54	61.54
	207	Hataguda HS	34.48	25.00	32.43
	208	Kumbhariput HS	88.46	100.00	90.63
	209	Lima HS	41.18	0.00	35.00
	210	Neela badi GHS	0.00	100.00	100.00
	211	Panchada HS	58.82	50.00	57.89
	212	Podagada GHS	0.00	66.67	66.67
	213	Pottangi GHS	0.00	100.00	100.00
	214	S.B Nuagaon HS	43.75	0.00	29.17
	215	Subai GHS	0.00	100.00	100.00
	216	Sunabeda HS	78.57	55.56	72.97
	217	Thuria HS	100.00	100.00	100.00
		EMRS,Punger	92.00	76.19	84.78
		Total	**62.20**	**62.28**	**62.23**
ZONE – TOTAL			**55.06**	**55.48**	**55.18**
GRAND- TOTAL			**74.04**	**73.72**	**73.93**

Source : ST & SC Development Department.

ANNEXURE-III(D)

List of High schools of SSD Department with percentage of pass during the year 2008

District	Sl. No	High Schools/Girls H.S.	PERCENTAGE OF PASS		
			Total		
			Boys	Girls	Total
1	2	3	4	5	6
CENTRAL ZONE-CUTTACK					
Mayurbhanja	1	B.C. Pur HS	96.77	85.71	94.74
	2	Bahubandha GHS	0.00	75.00	75.00
	3	Basipitha HS	96.97	100.00	97.44
	4	Bijatalla GHS	0.00	60.00	60.00
	5	Bisoi HS	93.10	91.67	92.68
	6	Chandua HS	95.38	75.00	94.20
	7	Hatibari HS	88.46	37.50	76.47
	8	Jamda HS	90.38	56.00	79.22
	9	Kendumundi HS	83.78	25.00	78.05
	10	Kujidihi GHS	0.00	70.00	70.00
	11	Nalagaja HS	93.33	87.50	92.11
	12	Pandupani HS	61.70	44.44	56.92
	13	Rairangpur GHS	0.00	97.87	97.87
	14	Rasgovindapur GHS	0.00	96.83	95.83
	15	Sarat HS	92.31	100.00	94.44
	16	Thakurguda HS	76.19	100.00	77.27
	17	Thakurmunda GHS	0.00	80.00	80.00
		EMRS,Dhanghera	**92.00**	**88.46**	**90.20**
		Total	**88.47**	**78.62**	**84.40**
Balasore	18	Banabhuin HS	100.00	100.00	100.00
	19	Kabatghati HS	100.00	0.000	100.00
	20	Tenda GHS	0.00	58.82	58.82
		Total	**100.00**	**61.11**	**81.58**
Kurda	21	Haripur HS	85.71	0.00	85.71
	22	Tapovan HS	98.57	82.61	94.62
		Total	**95.60**	**82.61**	**92.98**
Puri	23	Konark HS	86.54	66.67	79.75
		Total	**86.54**	**66.67**	**79.75**
Cuttack	24	Bisinahakani HS	96.43	100.00	97.56
	25	Madhupur GHS	0.00	91.67	91.67
		Total	**96.43**	**96.00**	**96.23**
Jajpur	26	Chandikhole HS	89.19	100.00	91.49
	27	Gobarghati HS	100.00	100.00	100.00
	28	Kasturiba GHS	0.00	78.26	78.26
	29	Tamaka HS	93.10	75.00	89.19
		Total	**93.18**	**85.11**	**90.37**

Nayagarh	30	Banigochha HS	90.00	100.00	90.91
	31	Dimiripalli HS	22.22	0.00	17.39
	32	Takara HS	90.48	100.00	92.00
		Total	**69.49**	**54.55**	**67.14**
Bhadrak	33	Dahipania HS	59.09	22.22	48.39
		Total	**59.09**	**22.22**	**48.39**
ZONE – TOTAL			**88.04**	**77.41**	**84.10**
SOUTHERN ZONE, BERHAMPUR					
Ganjam	34	Humma HS	95.83	100.00	**96.77**
		Total	**95.83**	**100.00**	96.77
Gajapati	35	Antarba GHS	0.00	5.26	5.26
	36	Badakalakote HS	100.00	66.67	94.12
	37	Chandragiri GHS	0.00	80.95	80.95
	38	Chhelagada HS	68.97	100.00	70.00
	39	Dogharia HS	36.36	0.00	19.05
	40	Gumma GHS	0.00	75.00	75.00
	41	Koinpur HS	76.47	33.33	70.00
	42	Mohana HS	81.63	0.00	81.63
	43	Ramgiri HS	79.31	54.55	68.63
	44	Rayagada HS	72.00	50.00	70.37
		EMRS,Chandragiri	**100.00**	**90.91**	**100.00**
		Total	**78.53**	**57.36**	**70.00**
Phulbani	45	Badagaon GHS	0.00	87.50	87.50
	46	Belghar HS	24.00	20.00	23.33
	47	Boida HS	87.50	0.00	82.35
	48	Daringibadi GHS	0.00	44.44	44.44
	49	Daringibadi HS	92.79	71.43	88.24
	50	Gochhapada HS	80.00	100.00	81.82
	51	Gumma HS	57.14	20.00	41.67
	52	Kotagarh HS	83. 93	54.55	73.03
	53	Mondakia HS	83.33	0.00	68.18
	54	Nuagaon HS	55.26	65.00	58.62
	55	Phiringia HS	80.77	87.50	82.35
	56	Raikia GHS	0.00	100.00	100.00
	57	Ranaputuli HS	100.00	100.00	100.00
	58	Sankarakhole GHS	0.00	56.25	56.25
	59	Suruda HS	50.00	66.67	53.33
		EMRS,Mahasinghi	**85.00**	**80.00**	**83.33**
		Total	**73.84**	**65.12**	**70.51**

Boudh	60	Gopabandhu HS	68.75	60.00	66.67
	61	Mendhimal HS	78.57	100.00	81.25
		Total	**73.33**	**71.43**	**72.97**
Kalahandi	62	Ampani HS	62.07	0.00	60.00
	63	Dumberpader HS	76.92	0.00	76.92
	64	Gopalpur GHS	0.00	33.33	33.33
	65	Gopalpur HS	13.33	10.00	12.73
	66	Gunupur HS	36.36	25.00	33.33
	67	Jaipatna HS	47.50	11.11	40.82
	68	Junagarh GHS	0.00	32.00	32.00
	69	Kuruguda HS	21.95	23.08	22.22
	70	Lanjigarh HS	61.90	60.00	61.54
	71	Madanpur HS	78.72	71.43	77.05
	72	Madhupur HS	75.00	66.67	72.73
	73	Pastikudi HS	66.67	82.35	71.43
		Total	**50.00**	**40.94**	**47.45**
Nuapara	74	Boden HS	92.68	100.00	92.86
	75	Darlipada HS	40.74	40.00	40.48
	76	Dharambandh HS	25.53	9.09	20.29
	77	Sialati HS	55.56	10.00	43.24
		Total	**53.52**	**20.83**	**45.26**
		ZONE – TOTAL	**64.55**	**53.08**	**60.74**
NOTHERN ZONE ,SAMBALPUR					
Sambalpur	78	Ardabahal GHS	0.00	80.65	80.65
	79	Badamundali HS	66.67	50.00	65.00
	80	Bhojpur HS	85.71	100.00	80.37
	81	G.C Pur HS	55.56	87.50	62.86
	82	Garposh GHS	0.00	91.67	91.67
	83	Ragba GHS	0.00	65.38	65.38
	84	Sandhapather HS	36.00	27.78	32.56
	85	Tangarmunda HS	80.00	81.25	80.49
		Total	**66.15**	**73.68**	**69.96**
Baragarh	86	Bijoypalli HS	70.59	25.00	50.00
	87	Charadapalli HS	77.27	0.00	73.91
	88	Nrusinghanath HS	92.59	100.00	94.29
	89	Padmapur GHS	0.00	90.91	90.91
		Total	**81.82**	**76.92**	**80.00**
Deogarh	90	Kanser HS	63.16	0.00	57.14
		Total	**63.16**	**0.00**	**57.14**
Jharsuguda	91	Arda HS	61.76	60.00	61.36
	92	Banjari HS	66.67	47.06	57.89
	93	Sodamal HS	73.08	33.33	62.86
		Total	**66.67**	**47.22**	**60.68**

Bolangir	94	BonaimundaHS	62.07	46.67	58.82
	95	Chudapalli HS	90.00	70.00	82.00
	96	Desil HS	84.21	57.14	76.92
	97	Malpada HS	49.47	05.26	28.07
	98	Saintala GHS	0.00	66.67	66.67
	99	Sallebhatta HS(Rampur)	100.00	100.00	100.00
		Total	**71.63**	**55.10**	**64.85**
Sonepur	100	CharbhattaHS	80.77	60.00	75.00
		Total	**80.77**	**60.00**	**75.00**
Sundergarh	101	Alakera HS	96.00	100.00	98.88
	102	B.Sankara GHS	0.00	100.00	100.00
	103	Baragarh GHS	0.00	100.00	100.00
	104	Bhalulata HS	90.63	90.00	90.48
	105	Bedibahal HS	88.00	85.71	87.50
	106	Birakalidihi HS	95.00	100.00	100.000
	107	Chhatenpalli GHS	0.00	100.00	100.00
	108	Dahijira GHS	0.00	55.00	55.00
	109	Dalki HS	93.33	72.73	84.62
	110	Dengula HS	58.82	33.33	55.00
	111	Deokaranpur HS	96.30	85.00	91.49
	112	Fulijher HS	100.00	100.00	100.00
	113	Gopalpur HS	59.52	78.13	67.57
	114	Gopana HS	100.00	100.00	100.00
	115	Gurundia GHS	0.00	80.00	80.00
	116	Jamadhara HS	77.27	60.00	34.07
	117	Khuntagaon GHS	0.00	100.00	100.00
	118	Kumbhajharia GHS	0.00	100.00	100.00
	119	Lahandabud HS	100.00	100.00	100.00
	120	Malidihi HS	70.59	0.00	70.59
	121	Nuagaon GHS	0.00	100.00	100.00
	122	Tangargaon HS	63.16	100.00	70.83
	123	Tudalaga GHS	0.00	96.00	96.00
		EMRS,Bhawanipur	92.86	96.67	94.83
		EMRS,Lahunipara	89.47	95.83	93.02
		EMRS,Laing	89.66	80.77	85.45
		Total	**85.46**	**90.78**	**88.16**
Dhenkanal	124	Damsal HS	56.00	44.44	52.94
	125	Kantola HS	58.82	63.64	60.71
	126	Kapilash GHS	0.00	96.00	96.00
	127	Tariniposhi HS	79.31	50.00	77.42
		Total	**66.20**	**76.60**	**70.34**
Anugul	128	Derenga HS	48.39	0.00	41.67
	129	Malayagiri HS	100.00	100.00	100.00
	130	Phulamba HS	32.26	0.00	30.00
		Total	**57.47**	**22.22**	**54.17**
Keonjher	131	Basantapur HS	30.43	0.00	30.43
	132	Basudevpur GHS	0.00	88.89	88.89

	133	BaxibarigaonHS	95.24	100.00	96.00
	134	Bhagamunda HS	56.52	75.00	64.10
	135	Chilida GHS	0.00	50.00	50.00
	136	Gonasika HS	46.15	0.00	40.00
	137	Jagannathpur HS	52.38	0.00	40.74
	138	Jodipada HS	87.50	100.00	89.47
	139	Kadakala HS	100.00	66.67	93.75
	140	Matkambada HS	90.48	100.00	92.59
	141	Naranpur HS	96.83	100.00	96.77
	142	Nisagadia GHS	0.00	84.21	84.21
	143	Raidiha GHS	0.00	100.00	100.00
	144	Raisuan HS	62.96	63.64	63.16
	145	Suakati GHS	0.00	100.00	100.00
	146	Suakati HS	100.00	100.00	100.00
	147.	Trilochanpur HS	91.30	100.00	92.59
		EMRS,Ranki	80.00	56.00	68.00
		Total	**76.60**	**76.78**	**76.66**
ZONE – TOTAL			**75.42**	**78.17**	**76.59**
KORAPUT ZONE , KORAPUT					
Malkangiri	148	Gampakonda HS	35.71	0.00	29.41
	149	Govindapalli HS	56.76	41.18	51.85
	150	Kaliguda HS	100.00	0.00	100.00
	151	Kalimela GHS	0.00	71.43	71.43
	152	Kudumulugumma GHS	0.00	53.33	53.33
	153	Mahupader HS	81.82	0.00	81.82
	154	Mudulipada HS	40.00	0.00	40.00
	155	Padmagiri HS	81.48	57.14	76.47
	156	Panasput HS	63.16	100.00	81.25
	157	Podia HS	68.42	60.00	66.67
	158	Satiguda GHS	0.00	87.50	87.50
		Total	**65.71**	**66.67**	**66.09**
Rayagada	159	Ambadolla HS	56.82	50.00	53.85
	160	Banakili HS	78.57	0.00	73.33
	161	Bilesu HS	36.36	100.00	39.13
	162	Budaguda HS	57.14	0.00	54.55
	163	Dambasora GHS	0.00	64.29	64.29
	164	Dangasil GHS	0.00	15.38	15.38
	165	Dangasorada HS	78.57	50.00	75.00
	166	Dukum HS	55.56	0.00	55.56
	167	Gorakhpur HS	72.00	75.00	72.41
	168	K.Maligaon GHS	0.00	61.11	61.11
	169	Kailashpur HS	47.83	62.50	50.00
	170	Kerada HS	29.41	0.00	27.78
	171	Khedapada HS	90.00	60.00	85.71
	172	Kujendri HS	90.32	100.00	91.67
	173	Kumbhikote HS	14.81	0.00	13.33
	174	Muniguda GHS	0.00	78.57	78.57
	175	Penikona HS	47.83	0.00	47.83
	176	Puttasingh GHS	0.00	12.50	12.50
	177	Puttasingh HS	35.71	55.56	40.54

	178	Raivalkona HS	88.24	80.00	66.36
	179	Robadi GHS	0.00	100.00	100.00
		EMRS,Siriguda	73.33	82.76	77.97
		Total	**58.72**	**58.55**	**58.67**
Nawarangpur	180	Bada Ambeda HS	42.11	0.00	34.78
	181	Bada Bharandi HS	58.33	100.00	61.54
	182	Badamasigaon HS	35.29	50.00	36.84
	183	Belgaon HS	68.00	66.67	67.65
	184	Bhamini HS	78.26	50.00	76.00
	185	Bikrampur HS	40.00	0.00	40.00
	186	Dabugaon GHS	0.00	66.67	66.67
	187	Dhodipani HS	23.26	0.00	22.22
	188	Kodinga HS	20.45	19.05	20.00
	189	Manigam HS	20.00	100.00	23.81
	190	NishanhandiHS	73.68	0.00	70.00
	191	Patraput HS	56.25	33.33	52.63
	192	Raighar HS	53.85	41.67	49.21
	193	Singhsari HS	70.00	100.00	72.73
	194	Timanpur HS	7.14	0.00	5.00
		EMRS,Hirli	95.83	76.92	89.19
		Total	**47.66**	**44.34**	**46.88**
Koraput	195	Balda GHS	0.00	83.33	83.33
	196	Balipeta HS	63.64	0.00	58.33
	197	Baminiput HS	60.87	66.67	61.54
	198	Burja HS	100.00	50.00	94.12
	199	Champi HS	73.68	40.00	66.67
	200	Dasmantpur HS	80.95	25.00	72.00
	201	Deoghati HS	81.82	0.00	81.82
	202	Digpur HS	25.00	33.33	26.47
	203	Girla HS	72.22	75.00	72.73
	204	Gumuda HS	46.15	100.00	53.33
	205	Gupteswara HS	27.78	0.00	26.32
	206	Haridaput GHS	100.00	46.15	53.33
	207	Hataguda HS	70.83	50.00	67.86
	208	Kumbhariput HS	55.00	0.00	47.83
	209	Lima HS	63.64	66.67	64.00
	210	Neela badi GHS	0.00	42.11	42.11
	211	Panchada HS	42.86	85.71	51.43
	212	Podagada GHS	0.00	80.00	80.00
	213	Pottangi GHS	0.00	60.00	60.00
	214	S.B Nuagaon HS	52.38	33.33	48.15
	215	Subai GHS	0.00	56.00	56.00
	216	Sunabeda HS	76.00	100.00	79.31
	217	Thuria HS	12.50	0.00	12.00
		EMRS,Punger	80.00	57.89	69.23
		Total	**58.40**	**56.90**	**57.91**
ZONE – TOTAL			**56.39**	**56.66**	**56.47**
GRAND- TOTAL			**69.83**	**68.27**	**69.26**

Source : ST & SC Development Department.

ANNEXURE-III(E)

List of High schools of SSD Department with percentage of pass during the year 2009

District	Sl. No	High Schools/Girls H.S.	PERCENTAGE OF PASS		
			Total		
			Boys	Girls	Total
1	2	3	4	5	6
CENTRAL ZONE-CUTTACK					
Mayurbhanja	1	B.C. Pur HS	95.45	80.00	92.59
	2	Bahubandha GHS	0.00	66.67	66.67
	3	Basipitha HS	100.00	100.00	100.00
	4	Bijatalla GHS	0.00	75.00	75.00
	5	Bisoi HS	96.67	70.37	88.51
	6	Chandua HS	100.00	100.00	100.00
	7	Hatibari HS	89.29	20.00	78.79
	8	Jamda HS	86.89	91.67	87.67
	9	Kendumundi HS	100.00	100.00	100.00
	10	Kujidihi GHS	0.00	52.94	52.94
	11	Nalagaja HS	100.00	100.00	100.00
	12	Pandupani HS	78.57	38.46	62.11
	13	Rairangpur GHS	0.00	100.00	100.00
	14	Rasgovindapur GHS	0.00	95.65	95.65
	15	Sarat HS	100.00	100.00	100.00
	16	Thakurguda HS	57.14	0.00	53.33
	17	Thakurmunda GHS	0.00	100.00	100.00
	18	EMRS,Dhanghera	**100.00**	**92.31**	96.36
	19	Asanjoda GHS	**0.00**	**100.00**	100.00
	20	Suleipat GHS	**0.00**	**80.65**	80.65
	21	Tato GHS	**0.00**	**58.33**	**58.33**
	22	Bahanada GHS	**0.00**	**55.56**	**55.56**
	23	Badampahad GHS	**0.00**	**16.13**	**16.13**
		Total	**91.77**	**71.71**	**81.73**
Balasore	24	Banabhuin HS	73.68	0.00	73.68
	25	Kabatghati HS	73.33	100.00	75.00
	26	Tenda GHS	0.00	93.75	93.75
		Total	**73.53**	**94.12**	**80.39**
Kurda	27	Haripur HS	78.26	0.00	78.26
	28	Tapovan HS	92.86	100.00	94.85
		Total	**89.25**	**100.00**	**91.67**
Puri	29	Konark HS	87.80	85.71	87.27
		Total	**87.80**	**85.71**	**87.27**
Cuttack	30	Bisinahakani HS	88.57	87.50	88.37
	31	Madhupur GHS	0.00	38.46	38.46
		Total	88.57	**50.00**	**69.57**
Jajpur	32	Chandikhole HS	85.71	93.33	88.00
	33	Gobarghati HS	91.67	100.00	92.31

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	34	Kasturiba GHS	0.00	100.00	100.00
	35	Tamaka HS	86.21	100.00	90.24
	36	Tapovan GHS	0.00	56.00	56.00
	37	EMRS,Rampilo	33.33	0.00	33.33
		Total	**85.71**	**84.21**	**85.03**
Jagatsinghpur	38	Pareswar GHS	0.00	100.00	100.00
		Total	0.00	100.00	100.00
Nayagarh	39	Banigochha HS	61.76	80.00	64.10
	40	Dimiripalli HS	50.00	0.00	34.48
	41	Takara HS	70.00	83.33	73.08
	42	Buguda GHS	**0.00**	**42.86**	**42.86**
		Total	**60.81**	**43.64**	**53.49**
Bhadrak	43	Dahipania HS	100.00	85.71	90.48
		Total	**100.00**	**85.71**	**90.48**
ZONE – TOTAL			**87.10**	**72.55**	**80.40**
SOUTHERN ZONE, BERHAMPUR					
Ganjam	44	Humma HS	87.10	100.00	89.74
		Total	**87.10**	**100.00**	**89.74**
Gajapati	45	Antarba GHS	0.00	45.00	45.00
	46	Badakalakote HS	100.00	0.00	100.00
	47	Chandragiri GHS	0.00	88.00	88.00
	48	Chhelagada HS	80.00	75.00	78.57
	49	Dogharia HS	80.00	100.00	80.95
	50	Gumma GHS	0.00	66.67	66.67
	51	Koinpur HS	90.00	100.00	92.31
	52	Mohana HS	81.25	0.00	81.25
	53	Ramgiri HS	88.89	52.94	75.00
	54	Rayagada HS	50.00	0.00	50.00
	55	Laxmipur GHS	**0.00**	**50.00**	**50.00**
	56	EMRS,Chandragiri	**0.00**	**97.78**	**97.78**
		Total	**79.50**	**72.56**	**76.00**
Phulbani	57	Badagaon GHS	0.00	65.22	65.22
	58	Belghar HS	17.14	0.00	13.95
	59	Boida HS	100.00	60.00	90.00
	60	Daringibadi GHS	0.00	72.73	72.73
	61	Daringibadi HS	93.75	100.00	94.74
	62	Gochhapada HS	100.00	100.00	100.00
	63	Gumma HS	66.67	40.00	58.82
	64	Kotagarh HS	81.03	81.82	81.25
	65	Mondakia HS	90.91	85.71	89.66
	66	Nuagaon HS	68.57	94.74	77.78
	67	Phiringia HS	77.42	73.68	76.00
	68	Raikia GHS	0.00	96.00	96.00
	69	Ranaputuli HS	100.00	100.00	100.00
	70	Sankarakhole GHS	0.00	80.77	80.77
	71	Suruda HS	54.55	66.67	58.82

	72	EMRS,Mahasinghi	100.00	91.30	95.45
	73	Pakangaon GHS	0.00	66.67	66.67
		Total	77.24	77.22	77.23
Boudh	74	Gopabandhu HS	94.74	100.00	96.00
	75	Mendhimal HS	77.78	83.33	80.00
	76	Badabandha GHS	0.00	88.24	88.24
		Total	89.29	89.66	89.47
Kalahandi	77	Ampani HS	13.51	0.00	12.82
	78	Dumberpader HS	47.06	0.00	47.06
	79	Gopalpur GHS	0.00	80.00	80.00
	80	Gopalpur HS	46.94	71.43	50.00
	81	Gunupur HS	20.45	30.00	22.22
	82	Jaipatna HS	82.61	25.00	74.07
	83	Junagarh GHS	0.00	92.86	92.86
	84	Kuruguda HS	85.19	84.62	85.00
	85	Lanjigarh HS	73.68	60.00	70.83
	86	Madanpur HS	76.47	76.47	76.47
	87	Madhupur HS	58.33	0.00	53.85
	88	Pastikudi HS	13.64	26.32	17.46
	89	Uchhala GHS	0.00	5.00	5.00
	90	Dulkibandha GHS	0.00	23.33	23.33
	91	Jayantpur GHS	0.00	52.63	52.63
	92	Dhansara GHS	0.00	47.06	47.06
	93	Madhupur GHS	0.00	50.00	50.00
		Total	46.23	51.05	48.29
Nuapara	94	Boden HS	97.62	100.00	97.92
	95	Darlipada HS	97.50	85.00	93.33
	96	Dharambandh HS	93.94	76.92	89.13
	97	Sialati HS	100.00	100.00	100.00
	98	Katenchuan GHS	0.00	90.00	90.00
		Total	97.06	86.67	93.88
ZONE – TOTAL			70.99	69.43	70.32
NOTHERN ZONE ,SAMBALPUR					
Sambalpur	99	Ardabahal GHS	0.00	85.29	85.29
	100	Badamundali HS	64.00	30.77	52.63
	101	Bhojpur HS	90.91	100.00	93.48
	102	G.C Pur HS	95.65	100.00	96.43
	103	Garposh GHS	0.00	86.11	86.11
	104	Ragba GHS	0.00	31.03	31.03
	105	Sandhapather HS	67.86	81.82	71.79
	106	Tangarmunda HS	57.14	78.57	64.29
	107	Sundhimunda GHS	0.00	53.85	53.85
		Total	75.18	70.24	72.46
Baragarh	108	Bijoypalli HS	33.33	33.33	33.33
	109	Charadapalli HS	100.00	80.00	96.30
	110	Nrusinghanath HS	71.43	61.54	68.29

	111	Padmapur GHS	0.00	96.00	96.00
		Total	**72.31**	**80.43**	**75.68**
Deogarh	112	Kanser HS	88.89	100.00	90.32
		Total	**88.89**	**100.00**	**90.32**
Jharsuguda	113	Arda HS	44.44	41.18	43.18
	114	Banjari HS	61.29	25.00	53.85
	115	Sodamal HS	62.50	60.00	61.54
		Total	**56.10**	**45.00**	**52.46**
Bolangir	116	BonaimundaHS	78.13	78.57	78.26
	117	Chudapalli HS	75.76	80.00	77.59
	118	Desil HS	92.31	100.00	93.75
	119	Malpada HS	28.00	56.00	42.00
	120	Saintala GHS	0.00	88.37	88.37
	121	Sallebhatta HS(Rampur)	100.00	100.00	100.00
	122	Ramachandrapur GHS	0.00	83.87	83.87
		Total	**75.52**	**81.05**	**78.38**
Sonepur	123	CharbhattaHS	85.19	70.00	81.08
		Total	**85.19**	**70.00**	**81.08**
Sundergarh	124	Alakera HS	88.24	100.00	91.67
	125	B.Sankara GHS	0.00	100.00	100.00
	126	Baragarh GHS	0.00	97.30	97.30
	127	Bhalulata HS	68.97	72.73	70.00
	128	Bedibahal HS	84.21	58.33	74.19
	129	Birakalidihi HS	100.00	100.00	100.00
	130	Chhatenpalli GHS	0.00	100.00	100.00
	131	Dahijira GHS	0.00	92.31	92.31
	132	Dalki HS	93.10	100.00	94.29
	133	Dengula HS	68.75	25.00	60.00
	134	Deokaranpur HS	100.00	100.00	100.00
	135	Fulijher HS	100.00	100.00	100.00
	136	Gopalpur HS	94.29	92.00	93.33
	137	Gopana HS	84.85	90.91	86.36
	138	Gurundia GHS	0.00	100.00	100.00
	139	Jamadhara HS	93.65	83.33	91.89
	140	Khuntagaon GHS	0.00	100.00	100.00
	141	Kumbhajharia GHS	0.00	96.30	96.30
	142	Lahandabud HS	96.15	100.00	96.77
	143	Malidihi HS	58.33	16.67	50.00
	144	Nuagaon GHS	0.00	100.00	100.00
	145	Tangargaon HS	88.46	83.33	86.84
	146	Tudalaga GHS	0.00	96.43	96.43
	147	EMRS,Bhawanipur	90.00	100.00	94.92
	148	EMRS,Lahunipara	94.74	100.00	97.92
	149	EMRS,Laing	82.76	70.00	76.27
	150	Telendihi GHS	0.00	100.00	100.00
	151	Tileikani GHS	0.00	100.00	100.00
	152	Chhatasargi GHS	0.00	100.00	100.00

	153	Khajuribani GHS	0.00	88.46	88.46
	154	Bisra GHS(Bijadihi)	0.00	57.69	57.69
	155	Jampalli GHS	0.00	31.25	31.25
	156	Rantobirikera GHS	0.00	30.00	30.00
		Total	**87.53**	**86.28**	**86.76**
Dhenkanal	157	Damsal HS	94.59	100.00	96.00
	158	Kantola HS	100.00	100.00	100.00
	159	Kapilash GHS	0.00	100.00	100.00
	160	Tariniposhi HS	100.00	100.00	100.00
		Total	**97.26**	100.00	**98.50**
Anugul	161	Derenga HS	48.57	46.15	47.92
	162	Malayagiri HS	93.55	0.00	93.55
	163	Phulamba HS	100.00	100.00	100.00
	164	Bandhabhuin GHS	0.00	94.44	94.44
		Total	**79.99**	**85.00**	**81.65**
Keonjher	165	Basantapur HS	100.00	100.00	100.00
	166	Basudevpur GHS	0.00	100.00	100.00
	167	BaxibarigaonHS	100.00	100.00	100.00
	168	Bhagamunda HS	95.45	100.00	97.56
	169	Chilida GHS	0.00	95.24	95.24
	170	Gonasika HS	100.00	100.00	100.00
	171	Jagannathpur HS	100.00	84.62	94.87
	172	Jodipada HS	85.71	100.00	89.29
	173	Kadakala HS	66.67	75.00	68.42
	174	Matkambada HS	85.00	40.00	76.00
	175	Naranpur HS	100.00	100.00	100.00
	176	Nisagadia GHS	0.00	93.75	93.75
	177	Raidiha GHS	0.00	61.11	61.11
	178	Raisuan HS	72.73	40.91	56.82
	179	Suakati GHS	0.00	75.00	75.00
	180	Suakati HS	47.22	0.00	42.50
	181	Trilochanpur HS	100.00	85.71	95.83
	182	EMRS,Ranki	95.65	92.00	93.75
	183	Kanjipani GHS	0.00	80.00	80.00
		Total	**86.67**	**80.38**	**83.67**
ZONE – TOTAL			**82.16**	**82.01**	**82.08**
KORAPUT ZONE , KORAPUT					
Malkangiri	184	Gampakonda HS	76.19	100.00	79.17
	185	Govindapalli HS	90.91	55.56	80.65
	186	Kaliguda HS	73.33	100.00	75.00
	187	Kalimela GHS	0.00	52.94	52.94
	188	Kudumulugumma GHS	0.00	50.00	50.00
	189	Mahupader HS	100.00	0.00	100.00
	190	Mudulipada HS	12.50	0.00	12.50
	191	Padmagiri HS	90.91	56.25	76.32
	192	Panasput HS	61.11	33.33	57.14
	193	Podia HS	61.90	83.33	66.67
	194	Satiguda GHS	0.00	59.09	59.09

	195	Mudulipada GHS	0.00	0.00	0.00
		Total	**75.18**	**53.51**	**65.49**
Rayagada	196	Ambadolla HS	95.00	88.89	93.10
	197	Banakili HS	45.45	75.00	50.0
	198	Bilesu HS	38.10	0.00	32.00
	199	Budaguda HS	78.57	0.00	78.57
	200	Dambasora GHS	0.00	73.68	73.68
	201	Dangasil GHS	0.00	72.73	72.73
	202	Dangasorada HS	66.67	100.00	69.57
	203	Dukum HS	15.00	11.11	13.79
	204	Gorakhpur HS	95.65	100.00	96.00
	205	K.Maligaon GHS	0.00	53.85	53.85
	206	Kailashpur HS	67.50	75.00	69.64
	207	Kerada HS	62.50	0.00	62.50
	208	Khedapada HS	68.75	50.00	65.00
	209	Kujendri HS	56.00	14.29	50.88
	210	Kumbhikote HS	16.00	11.11	14.71
	211	Muniguda GHS	0.00	95.24	95.24
	212	Penikona HS	75.00	0.00	75.00
	213	Puttasingh GHS	0.00	13.33	13.33
	214	Puttasingh HS	43.90	7.69	35.19
	215	Raivalkona HS	68.18	37.50	60.00
	216	Robadi GHS	0.00	80.00	80.00
	217	EMRS,Siriguda	89.66	59.26	75.00
	218	Hatamuniguda GHS	0.00	26.67	26.67
	219	Chandrapur GHS	0.00	22.22	22.22
		Total	**60.58**	**51.09**	**56.81**

Nawarangpur	220	Bada Ambeda HS	33.33	28.57	32.43
	221	Bada Bharandi HS	48.15	16.67	38.46
	222	Badamasigaon HS	68.75	0.00	57.89
	223	Belgaon HS	57.89	25.00	54. 76
	224	Bhamini HS	76.67	84.62	79.07
	225	Bikrampur HS	37.50	0.00	37.50
	226	Dabugaon GHS	0.00	75.00	75.00
	227	Dhodipani HS	38.24	18.75	32.00
	228	Kodinga HS	46.67	40.00	45.00
	229	Manigam HS	26.67	0.00	25.00
	230	NishanhandiHS	68.18	12.50	53.33
	231	Patraput HS	30.00	37.50	31.58
	232	Raighar HS	80.00	28.13	53.23
	233	Singhsari HS	100.00	75.00	91.67
	234	Timanpur HS	100.00	100.00	100.00
	235	EMRS,Hirli	96.15	87.50	92.00
	236	Bhimaguda GHS	0.00	21.05	21.05
	237	Jodinga GHS	0.00	13.64	13.64
	238	Jamuranda GHS	0.00	25.00	25.00
	239	Karchamal GHS	0.00	82.35	82.35
	240	Nayakguda GHS	0.00	41.67	41.67
		Total	**57.07**	**42.65**	**50.94**

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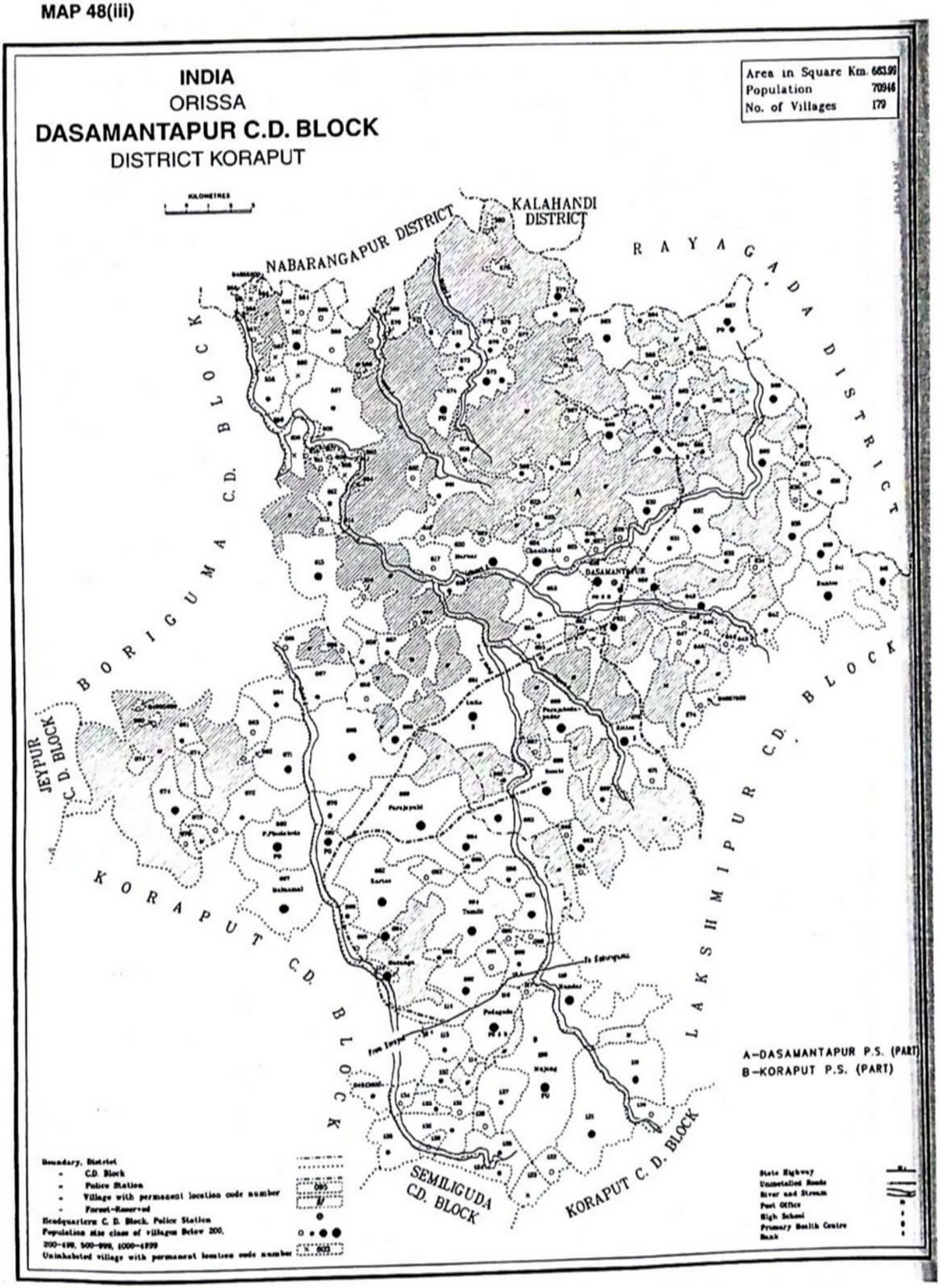
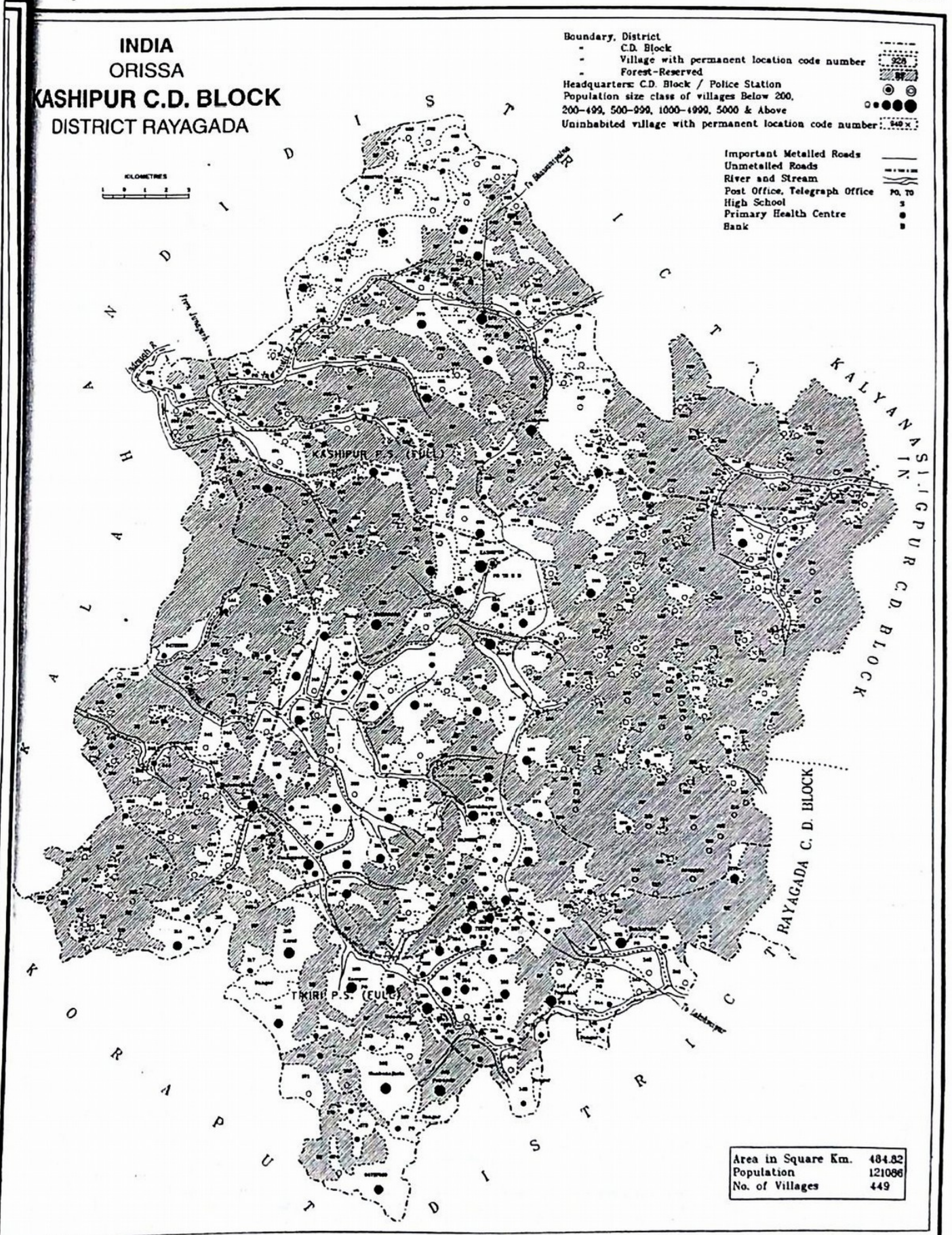
Koraput	241	Balda GHS	0.00	50.00	50.00
	242	Balipeta HS	20.00	60.00	30.00
	243	Baminiput HS	91.67	100.00	93.55
	244	Burja HS	73.33	100.00	76.47
	245	Champi HS	13.04	0.00	9.68
	246	Dasmantpur HS	55.00	0.00	47.83
	247	Deoghati HS	83.33	0.00	83.33
	248	Digpur HS	51.85	33.33	48.48
	249	Girla HS	41.86	29.41	38.33
	250	Gumuda HS	38.89	33.33	38.10
	251	Gupteswara HS	40.00	100.00	50.00
	252	Haridaput GHS	0.00	47.62	47.62
	253	Hataguda HS	42.31	0.00	33.33
	254	Kumbhariput HS	29.17	20.00	27.59
	255	Lima HS	86.36	100.00	89.29
	256	Neela badi GHS	0.00	43.48	43.48
	257	Panchada HS	90.91	50.00	87.50
	258	Podagada GHS	0.00	47.83	47.83
	259	Pottangi GHS	0.00	90.48	90.48
	260	S.B Nuagaon HS	62.50	100.00	66.67
	261	Subai GHS	0.00	25.93	25.93
	262	Sunabeda HS	58.33	38.46	53.06
	263	Thuria HS	95.65	100.00	95.83
	264	EMRS,Punger	82.76	100.00	91.53
	265	Baligam GHS	0.00	47.62	47.62
		Total	**59.01**	**53.62**	**56.94**
ZONE – TOTAL			**60.63**	**49.68**	**56.18**
GRAND- TOTAL			**74.18**	**70.09**	**72.29**

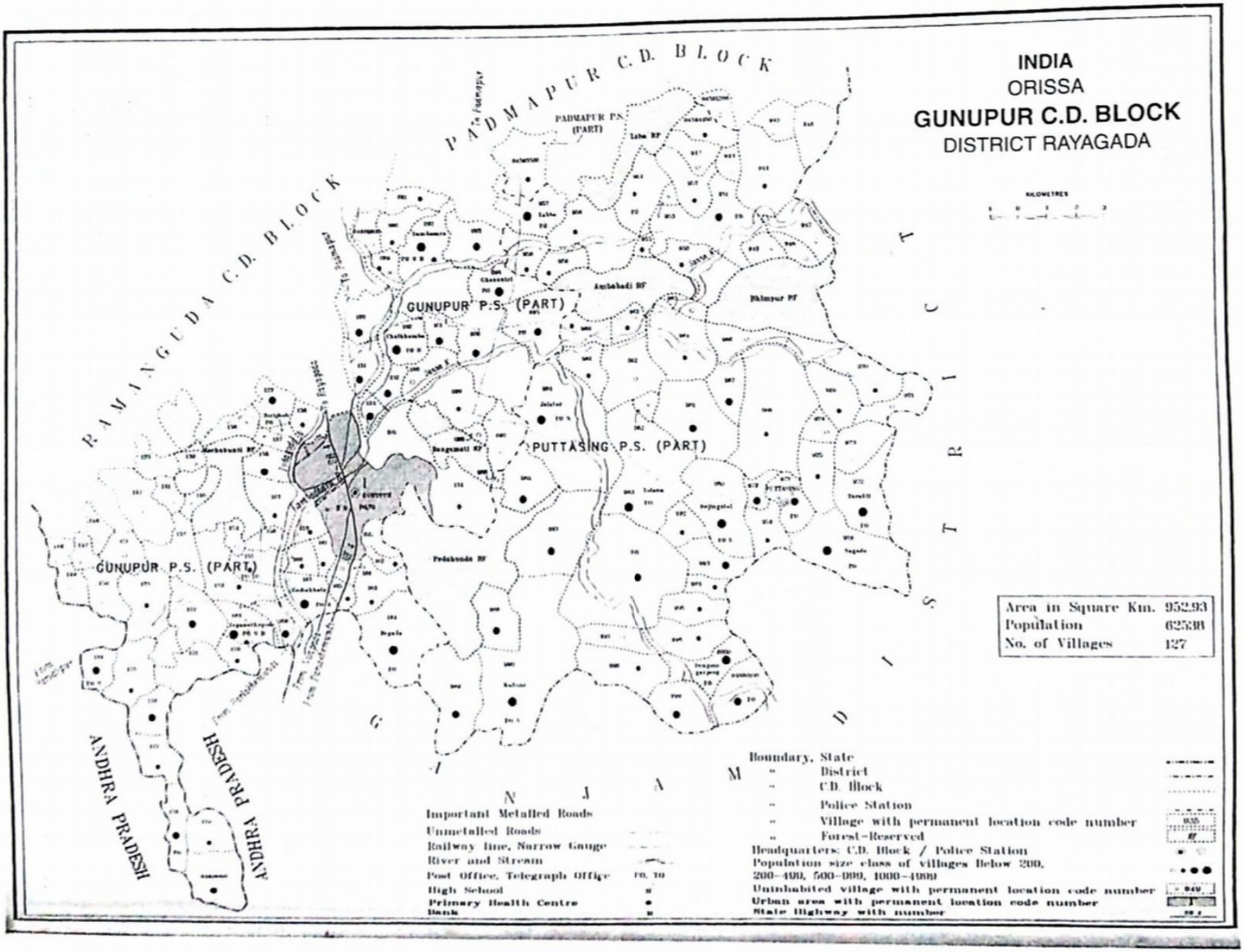
Source : ST & SC Development Department.

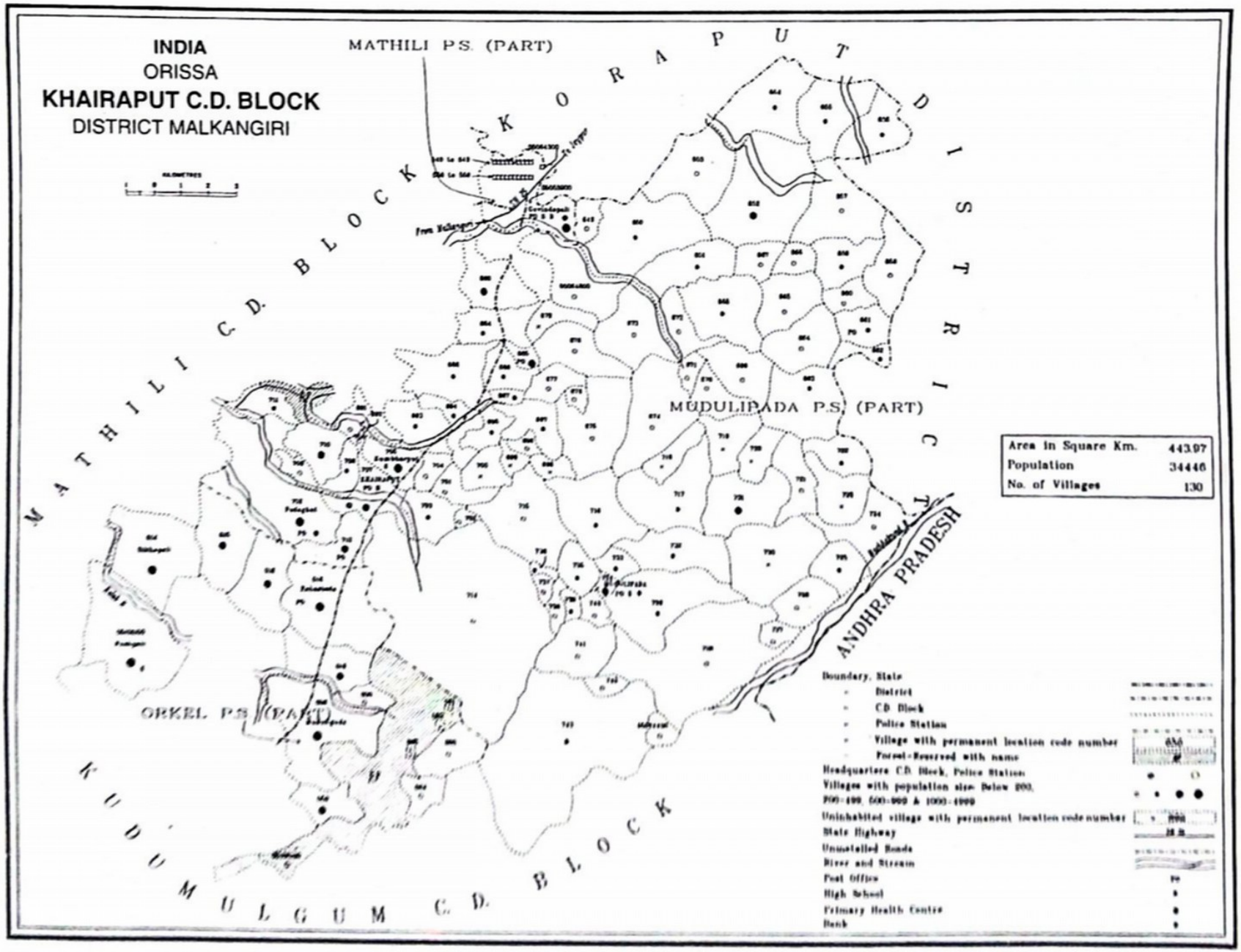
MAP 48(iii)


INDIA
ORISSA
DASAMANTAPUR C.D. BLOCK
DISTRICT KORAPUT
Area in Square Km. 663.99
Population 70946
No. of Villages 179
KILOMETRES
KALAHANDI DISTRICT
NABARANGAPUR DISTRICT
RAYAGADA DISTRICT
BORIGUMA C.D. BLOCK
JEYPUR C.D. BLOCK
KORAPUT C.D. BLOCK
LAKSHMIPUR C.D. BLOCK
SEMILIGUDA C.D. BLOCK
KORAPUT C.D. BLOCK
DASAMANTAPUR
A–DASAMANTAPUR P.S. (PART)
B–KORAPUT P.S. (PART)
Boundary, District
C.D. Block
Police Station
Village with permanent location code number
Forest–Reserved
Headquarters C. D. Block, Police Station
Population size class of villages Below 200, 200–499, 500–999, 1000–4999
Uninhabited village with permanent location code number
State Highway
Unmetalled Roads
River and Stream
Post Office
High School
Primary Health Centre
Bank


INDIA
ORISSA
KASHIPUR C.D. BLOCK
DISTRICT RAYAGADA
KILOMETRES
Boundary, District
C.D. Block
Village with permanent location code number
Forest-Reserved
Headquarters: C.D. Block / Police Station
Population size class of villages Below 200,
200-499, 500-999, 1000-4999, 5000 & Above
Uninhabited village with permanent location code number
Important Metalled Roads
Unmetalled Roads
River and Stream
Post Office, Telegraph Office
High School
Primary Health Centre
Bank
KASHIPUR P.S. (FULL)
THIRI P.S. (FULL)
KALYANASINGPUR C.D. BLOCK
RAYAGADA C. D. BLOCK
KALAHANDI DISTRICT
KORAPUT DISTRICT
Area in Square Km. 484.82
Population 121086
No. of Villages 449

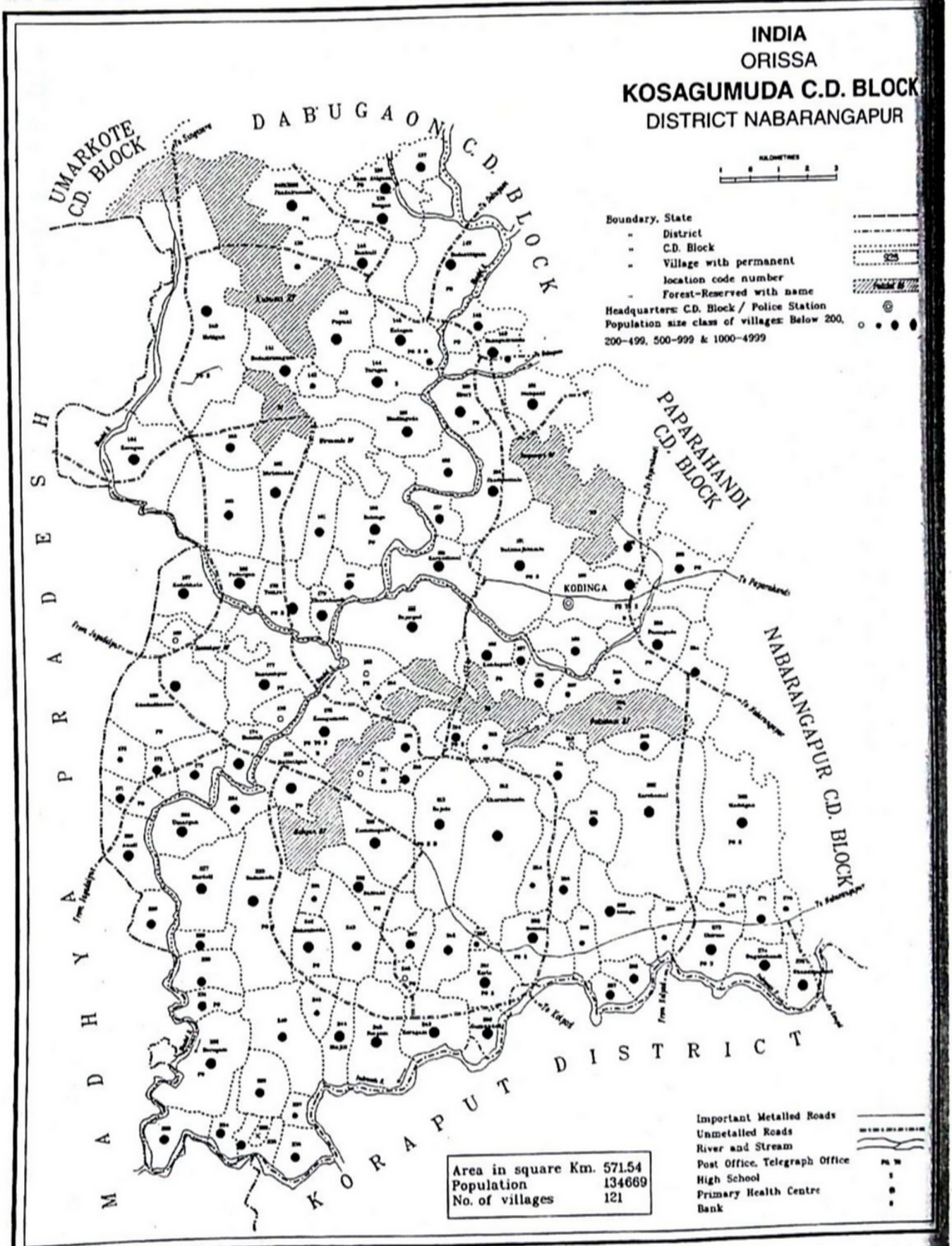
MAP 46(xi)


INDIA
ORISSA
GUNUPUR C.D. BLOCK
DISTRICT RAYAGADA
KILOMETRES
PADMAPUR C.D. BLOCK
RAMANGUDA C.D. BLOCK
GUNUPUR P.S. (PART)
PUTTASING P.S. (PART)
GUNUPUR P.S. (PART)
PADMAPUR P.S. (PART)
Ambabadi RF
Bhimpur RF
Pedakonda RF
ANDHRA PRADESH
ANDHRA PRADESH
GANJAM DISTRICT
Area in Square Km. 952.93
Population 62538
No. of Villages 127
Important Metalled Roads
Unmetalled Roads
Railway line, Narrow Gauge
River and Stream
Post Office, Telegraph Office
High School
Primary Health Centre
Bank
Boundary, State
" District
" C.D. Block
" Police Station
" Village with permanent location code number
" Forest-Reserved
Headquarters: C.D. Block / Police Station
Population size class of villages Below 200, 200-499, 500-999, 1000-4999
Uninhabited village with permanent location code number
Urban area with permanent location code number
State Highway with number

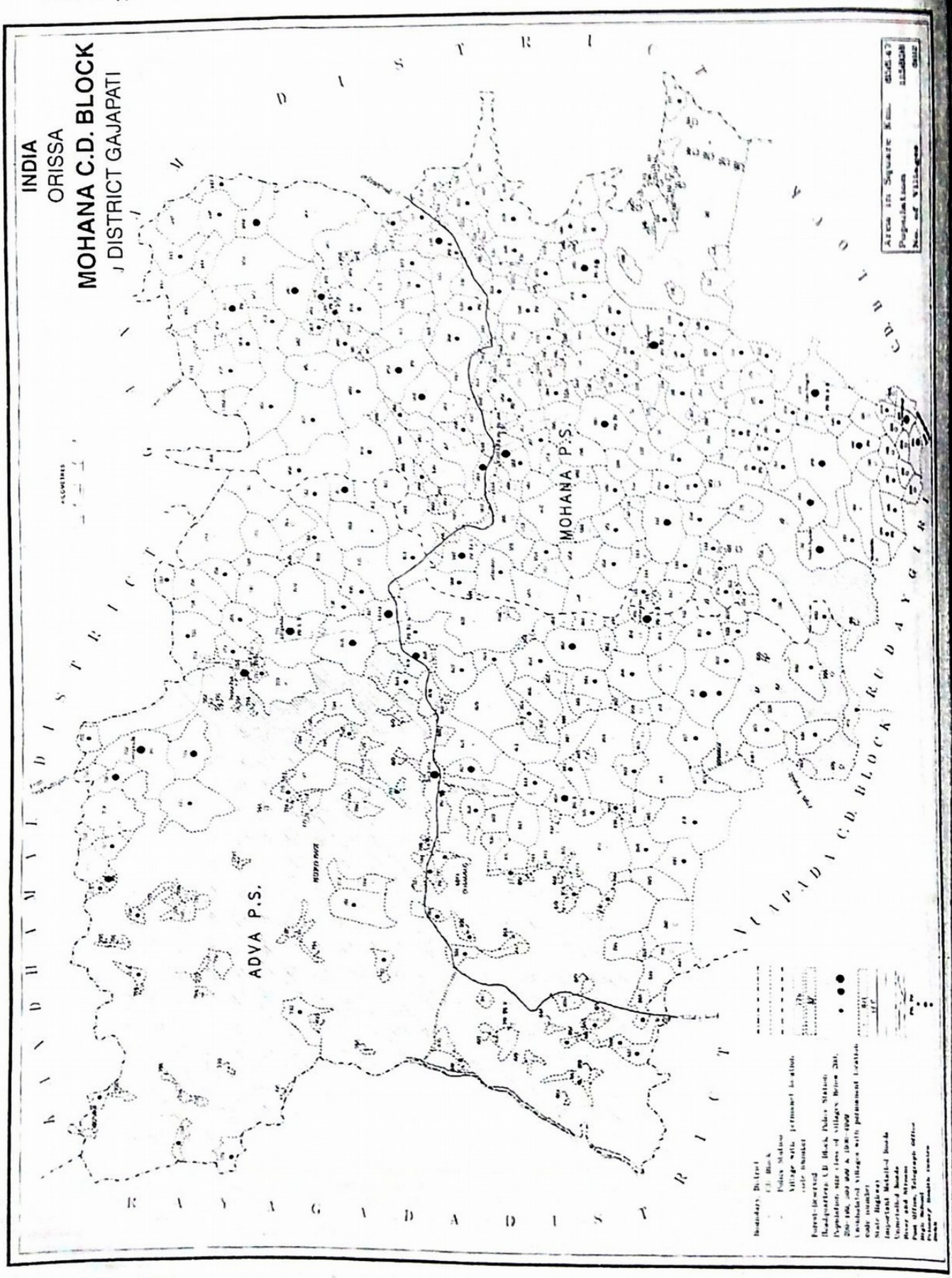

INDIA
ORISSA
KHAIRAPUT C.D. BLOCK
DISTRICT MALKANGIRI
MATHILI P.S. (PART)
KORAPUT DISTRICT
MATHILI C.D. BLOCK
MUDULIPADA P.S. (PART)
ANDHRA PRADESH
ORKEL P.S. (PART)
KUDUMULGUM C.D. BLOCK
Area in Square Km. 443.97
Population 34446
No. of Villages 130
Boundary, State
District
C.D. Block
Police Station
Village with permanent location code number
Forest-Reserved with name
Headquarters C.D. Block, Police Station
Villages with population size Below 200, 200-499, 500-999 & 1000-1999
Uninhabited village with permanent location code number
State Highway
Unmetalled Roads
River and Stream
Post Office
High School
Primary Health Centre
Bank

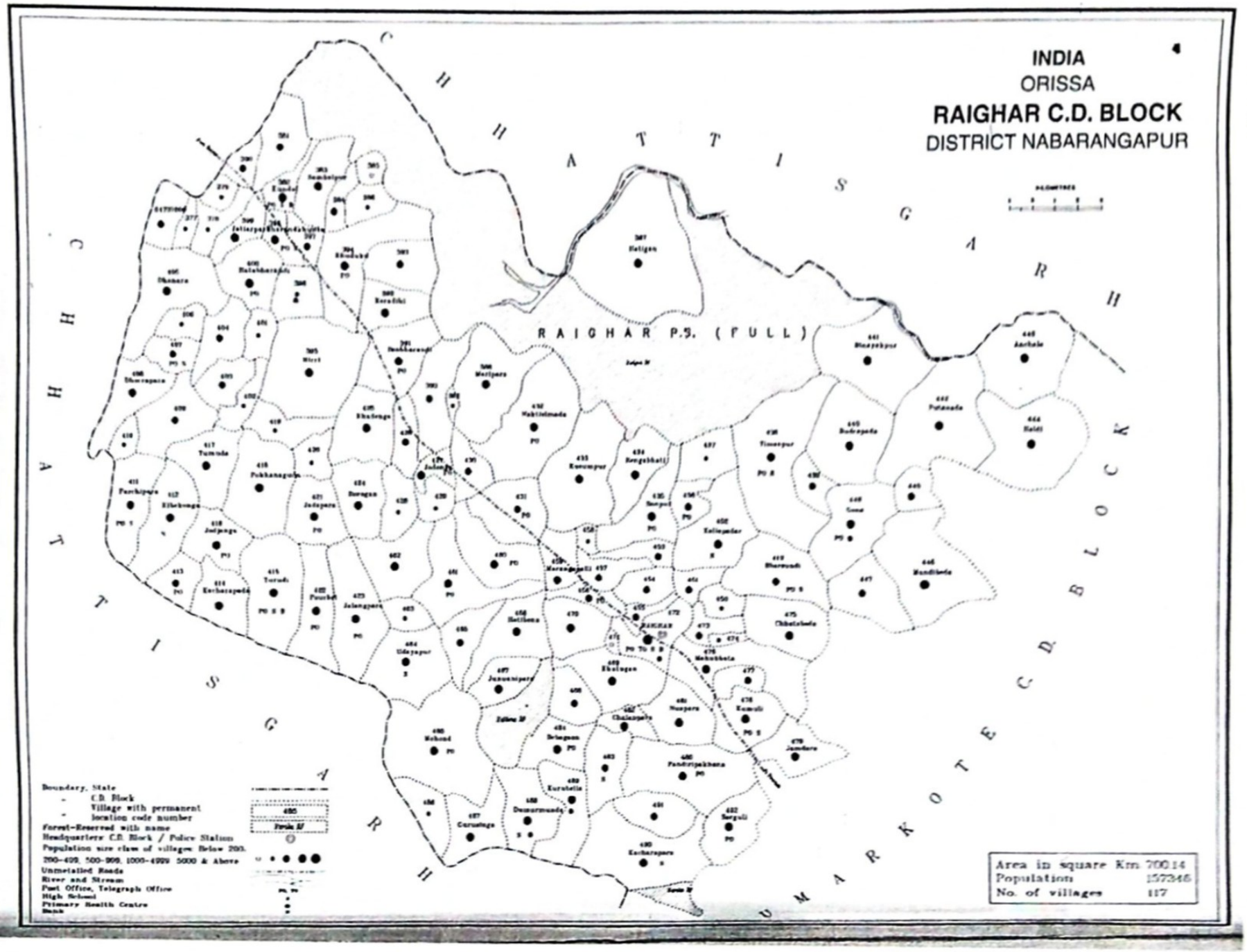
MAP 456

MAP 47(vii)

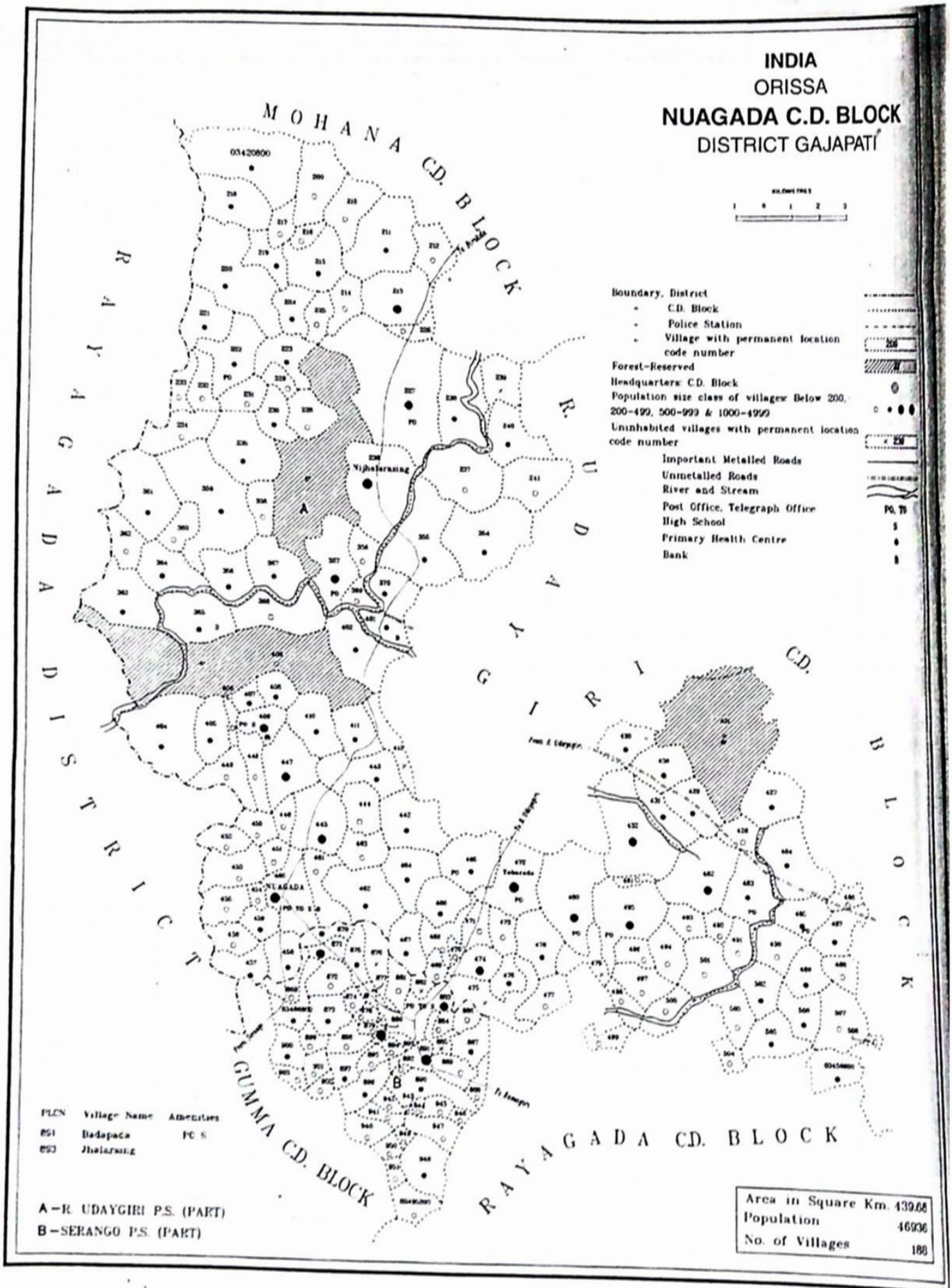

INDIA
ORISSA
KOSAGUMUDA C.D. BLOCK
DISTRICT NABARANGAPUR
KILOMETRES
Boundary, State
District
C.D. Block
Village with permanent location code number
Forest-Reserved with name
Headquarters: C.D. Block / Police Station
Population size class of villages: Below 200, 200-499, 500-999 & 1000-4999
DABUGAON C.D. BLOCK
UMARKOTE C.D. BLOCK
PAPARAHANDI C.D. BLOCK
NABARANGAPUR C.D. BLOCK
KODINGA
MADHYA PRADESH
KORAPUT DISTRICT
Area in square Km. 571.54
Population 134669
No. of villages 121
Important Metalled Roads
Unmetalled Roads
River and Stream
Post Office, Telegraph Office
High School
Primary Health Centre
Bank

MAP 39(i)


INDIA
ORISSA
MOHANA C.D. BLOCK
DISTRICT GAJAPATI
MOHANA P.S.
ADVA P.S.
RAYAGADA DISTRICT
KANDHAMAL DISTRICT
RUDAYGIRI C.D. BLOCK
Area in Square Km.
Population
No. of Villages


INDIA
ORISSA
RAIGHAR C.D. BLOCK
DISTRICT NABARANGAPUR
CHHATTISGARH
CHHATTISGARH
UMARKOTE C.D. BLOCK
RAIGHAR P.S. (FULL)
Boundary, State
C.D. Block
Village with permanent location code number
Forest-Reserved with name
Headquarters C.D. Block / Police Station
Population size class of villages Below 200, 200-499, 500-999, 1000-4999 5000 & Above
Unmetalled Roads
River and Stream
Post Office, Telegraph Office
High School
Primary Health Centre
Bank
Area in square Km 700.14
Population 157346
No. of villages 117

MAP 39(iii)


INDIA
ORISSA
NUAGADA C.D. BLOCK
DISTRICT GAJAPATI
MOHANA CD. BLOCK
RAYAGADA DISTRICT
R. UDAYGIRI CD. BLOCK
GUMMA CD. BLOCK
RAYAGADA CD. BLOCK
Boundary, District
C.D. Block
Police Station
Village with permanent location code number
Forest-Reserved
Headquarters: C.D. Block
Population size class of villages: Below 200, 200-499, 500-999 & 1000-4999
Uninhabited villages with permanent location code number
Important Metalled Roads
Unmetalled Roads
River and Stream
Post Office, Telegraph Office
High School
Primary Health Centre
Bank
Nijhalarasing
NUAGADA
Tabarada
PLCN Village Name Amenities
891 Badapada PC S
893 Jhalarasing
A – R. UDAYGIRI P.S. (PART)
B – SERANGO P.S. (PART)
Area in Square Km. 439.68
Population 46936
No. of Villages 188